

THE NATION'S SCHOOLS



JULY 1954

Impact of segregation decision—legal aspects and twelve reports from the South • Teaching truth and virtue • Financing pupil transportation • Foreign languages in elementary grades • Interschool visitation • Meeting subversion charges • A-V in summertime

THE MAGAZINE OF BETTER SCHOOL ADMINISTRATION



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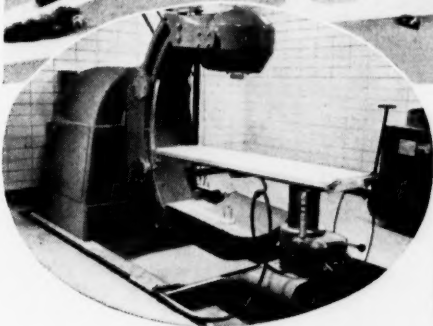
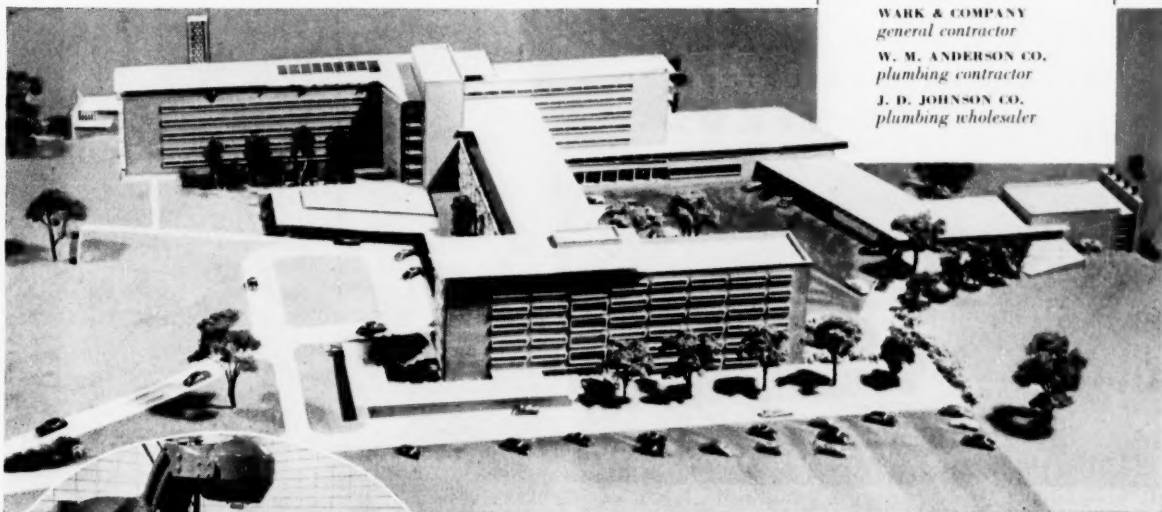
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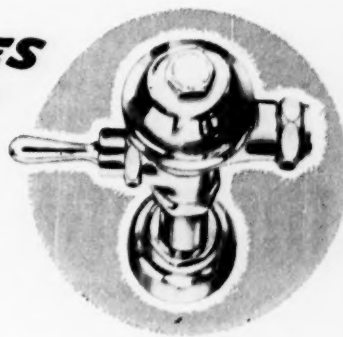
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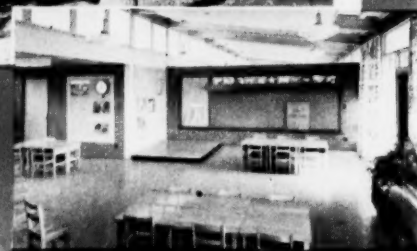
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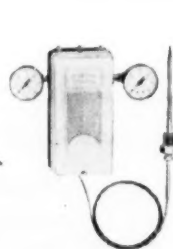
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The Nation's Schools

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AMONG THE AUTHORS

The school system at Manhasset, N.Y., is one that has faced up to the problem of subversion and charges of subversion (p. 33). Superintendent there (since 1945) is **RAYMOND L. COLLINS**. Previously he had been principal at Turin and Peru and principal and later supervising principal at Wrappingers Falls, all in the state of New York. Dr. Collins has served as chairman of the tenure, legislative and policies committees of the New York State Teachers Association and is a former president of the Association of Central School Principals of New York State.



Raymond L. Collins



J. Chester Swanson

Teachers, as well as parents, are visiting schools in Oklahoma City, Okla., these days. On page 39 **J. CHESTER SWANSON** explains why. Dr. Swanson has been superintendent of schools at Oklahoma City since 1949. Before that he held teaching positions in several eastern schools and at Balboa High School in the Panama Canal Zone. The holder of a Ph.D. in physics and chemistry, Dr. Swanson was later assigned to a section making engineering and research studies for the U.S. Government and then became safety engineer for the canal zone. When he returned to the United States, the U.S. Office of Education hired him as a senior educationist assigned to the vocational division. Dr. Swanson has since served as assistant superintendent in Allentown, Pa., San Diego, Calif., and Oklahoma City. He is chairman of the A.A.S.A.'s 1956 yearbook commission, president of the Oklahoma Association of School Administrators, and a member of the state television commission and state citizens' committee.

For some years **PERCY E. BURRUP** has been interested in problems of district reorganization and pupil transportation and has made several studies in these fields (p. 61). Now assistant professor of educational administration at Brigham Young University, Provo, Utah, Dr. Burrup formerly was a high school teacher and principal at Downey, Idaho; superintendent at Arimo, Downey and Marsh Valley, Idaho, and director of research for the Utah State Department of Education. He is a former president of the Idaho School Administrators Association and former secretary and editor for the Utah Educational Research Council.

G. I. SHOLY once combined politics with education by serving simultaneously as mayor and superintendent of

schools. That was at Hendrum, Minn.; now he is superintendent at Hancock, Minn., where, as he tells on page 58, he resigned his responsibilities for a day to a student. Mr. Sholy is interested in newspaper work and hopes some day to own his own weekly newspaper. He writes a weekly column, "Jottings From the Superintendent's Desk," for the *Hancock Record* and is the author of the "Sholy Sequence Scorebook for Six-Man Football."

CARL F. HANSEN spent most of the first 22 years of his professional life in his native state of Nebraska—teacher at Wolbach and Grand Island high schools and teacher, head of the language arts department and principal at Omaha Technical High School. (He detoured to another state long enough to get his doctor of education degree from the University of Southern California.) Since 1947 he has been in Washington, D.C., first as executive assistant to the superintendent of schools and now as associate superintendent of schools in charge of elementary schools and curriculum planning. On page 42 he describes Washington's plan for teaching foreign languages in the grade schools.



Carl F. Hansen

Trying to keep school facilities ahead of, or at least even with, the ever growing population in the Harlem Consolidated School District, Loves Park, Ill., is almost a full-time job by itself for **SUPT. C. E. DANNENFELDT** (p. 57). Before going to the Harlem district in 1949, Mr. Dannenfeldt was a teacher at Rock Island, Ill., and Davenport, Iowa; principal at Buckley and Kincaid, Ill., and superintendent at Hamilton, Ill. His hobby he lists as carpentry, explaining, "We built our own home." His family consists of his wife, two sons, and two daughters.



C. E. Dannenfeldt

As supervisor of construction and renovation for the schools at Louisville, Ky., **ALVIN REBMANN** deals with, among other problems, worn stair steps. He tells on page 78 how this problem is solved. Mr. Rebmann has been with the Louisville schools since 1930; formerly he served as superintendent of maintenance and supervisor of maintenance and operation. On May 3 of this year he was appointed to his present position. Before accepting employment in the school field, Mr. Rebmann was a carpenter and builder. His spare time is likely to be spent in a small shop in the basement of his home.

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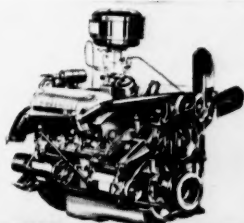
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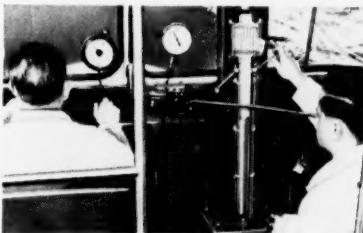
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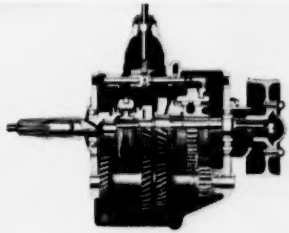
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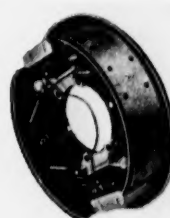
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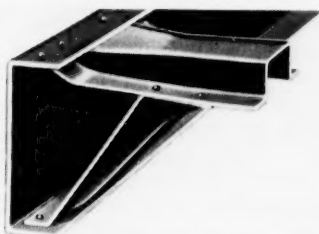
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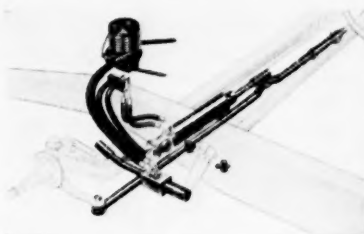
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MEGASCOPE

a brief, analytical look at several features
in this issue by CALVIN GRIEDER, professor of
school administration, University of Colorado



Regaining a Perspective. The industrial revolution replaced the craft system with a minute division of labor in mills and factories. Workmen and artisans lost the sense of contributing to a finished product. They dealt and still deal with only one small part, seldom seeing the completed article, with bad effects on morale. School systems are in a roughly analogous situation, with specialists teaching various subjects and at various levels. Some are beginning to make provision for teachers and other employees to see what goes on in schools and at levels other than their own. J. Chester Swanson finds (p. 39) that Oklahoma City's interschool visitation program is building mutual understanding and confidence. It also assists teachers in explaining school policies, problems and practices to parents and others.

Incisive Interpretation. Lee Garber's incisive interpretation of the Supreme Court's decision outlawing segregation (p. 32) is a masterpiece. While I had carefully read the decision itself, Garber enabled me better to grasp its significance. The text of the decision is readily available, and this article is an invaluable supplement. We are living in times when personal rights and freedoms are being encroached upon, both here and abroad. The thrilling pronouncement by the court comes most opportunely to bolster our faith in American democracy.

Better Prepared. Whether or not 18 year olds should be allowed to vote is good for a hot argument anywhere. Except perhaps in Georgia, where they do have the vote. That fact makes it all the more urgent that the schools help prepare teen-agers for effective citizenship. According to Jessie Lowe (p. 46), Atlanta schools are attempting to do that very thing. Although many older persons are unenthusiastic

about 18 year olds' voting, this younger group is perhaps better prepared for it than their elders are, and almost certainly better prepared than 21 year olds a generation or more ago. Actually, schools everywhere now carry on extensive citizenship activities, the like of which most of us who do have the vote never experienced!

Truth Can Be Taught. It has become almost the fashion to patronize those who "believe in" virtue, goodness and truth as naïve, unworldly and unrealistic. It is not so simple as it was in the times of our forefathers (or so it seems) to be sure of what goodness and truth are. James M. Spinning takes note of these facts, but he doesn't let them throw him (p. 36). Rather, he shows how the unprecedented challenges of today make more imperative an emphasis on virtue, integrity, honesty and truth in our teaching.

Commendable Role Playing. The values of rôle playing are still being explored and weighed by psychologists. It is my impression that in schools little use is being made of this technique for developing insights and understanding. This makes all the more acceptable G. I. Sholy's article (p. 58) on the day that students took over the schools of Hancock, Minn. Managed the way it is there, such an occasion has self-evident values and perhaps also some not so readily discerned.

Calls for Statesmanship. The development of policy along the lines described by Raymond L. Collins (p. 33) entails a great deal of work, time, patience and, above all, courage. Probably that is why school systems have not undertaken the task in greater numbers. Educational leaders have frequently advocated the adoption of policy on controversial issues, usually related to teaching methods and con-

tent. But from Collins' report it can be seen that there is little in public education that is not controversial. This is a statesmanlike policy. Its interpretation, as is the case with policies in general, also calls for statesmanship.

A Good Case. Percy E. Burrup reopens (p. 61) the important subject of financing pupil transportation with a cogent argument for application of the equalization principle. With some eight million pupils now being carried to and from school, at an annual cost of about a third of a billion, this is no paltry matter, but it is one that most states have by no means squarely faced up to. A good case could also be made, I believe, for complete financing of transportation by the states.

Justifies Summer Employment. The four A-V directors who contribute to this month's symposium (p. 64) surely have a busy life, and they seem to get a kick out of it. How can school systems that do not carry on a summer program, which these gentlemen discuss, get along in the fall without a lot of fumbling? I think that in developing all-year teacher employment, the A-V area may well occupy a summer every three or four years. There is never enough time during the school year to do everything that a professional job of teaching demands.

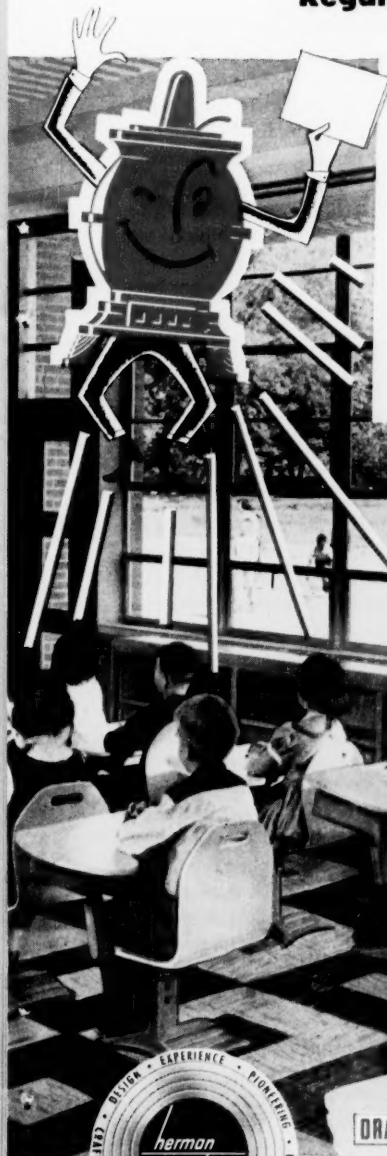
Practical Pointers. As long as the shortage of schoolhouses continues, and the chances are that it will continue indefinitely, rehabilitation of old units is going to be important. Alvin Rebmann's practical pointers on extending the life of stairways, at the same time making them more safe, are a welcome contribution on maintenance and operation. He writes convincingly about an item that is easy to overlook or postpone.

High Priority in Planning. The mid-century "flight to the suburbs" is creating serious financial problems for suburban schools. The districts are mostly residential, which means a combination of large school population and relatively small tax base. When new schools are needed, rigid first-cost economy and long-range economy of maintenance must have high priority in the planning. A successful joining of need and ability is reflected in the Harlem High School near Rockford, Ill. (p. 50).

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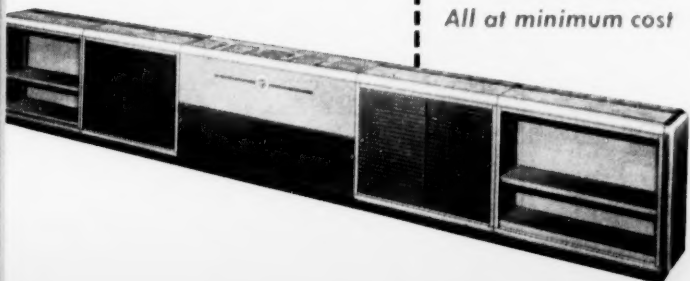
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Questions and Answers

F.C.C. Rules on Educational TV

What are some Federal Communications Commission regulations concerning educational telecasting?

Educational television stations should be used primarily to serve the educational needs of the community; this doesn't mean serving the needs of a particular institution or group. The

F.C.C. has maintained that both commercial and noncommercial stations may not be operated exclusively in the interest of any individual or group, and it has supported also the view that educational stations have an obligation to broadcast different points of view on important public issues.

An educational television station

cannot sell time, and its programs cannot contain advertisements. However, the portions of a program showing a sponsor's name and product on the visual image during the course of a simultaneous or rebroadcast program, either on the backdrop or in a similar form, need not be deleted. An educational station may broadcast programs produced by others if the only payment to the station is the furnishing of the program itself. The rules specifically provide that another station or network may pay the line charges incurred in connection with the furnishing of programs to educational television stations.

While the commission has not been called upon to make any official interpretation of this rule, it seems reasonably clear that this would not preclude the simple identification of the source of educational programs furnished by others, as long as no attempt is made to sell a product or service. In fact, the commission's rules require that in the case of each program furnished by others an appropriate announcement disclosing the identity of the person or persons furnishing the program must be made.

Noncommercial educational stations are not required to operate on a regular schedule, and no minimum number of hours of operation is specified. However, the rules provide that the hours of actual operation during the license period shall be taken into consideration when renewal of licenses for these stations is requested. The commission would be concerned if a channel were permitted to remain idle for long periods of time, especially if there existed an interest and demand on the part of others for the use of the channel.

The commission has consistently taken the position that the major responsibility for determining program content rests with the broadcaster himself. There never has been a disposition on the part of the commission to tell educators or others exactly what programs they shall broadcast. It must be kept in mind, however, that the commission does have a responsibility to review the over-all operation of every broadcast station, commercial or noncommercial, when it comes up for renewal of its license, to determine whether it has operated in the public interest. Should questions be raised as to whether an educational station has operated in the public interest, the commission would then have to decide whether the performance of the station

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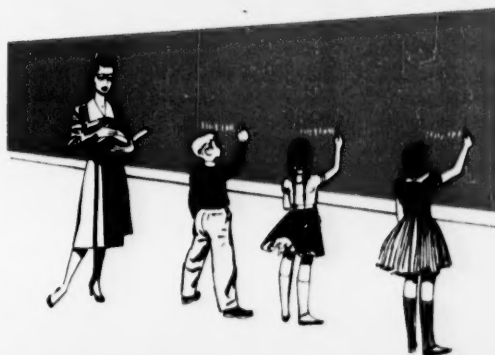


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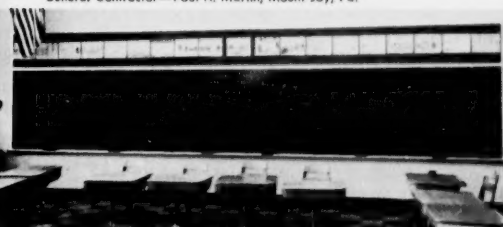


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had served the varying educational needs of the community.

For the complete text of F.C.C. rules and regulations on educational television, see the F.C.C. 6th Report and Order, April 1952, Subpart E, of Part III, F.C.C. Rules, Sections 3.621 through 3.686.—*Report of the Joint Committee on Educational Television.*

READER OPINION

Hopes Interest Continues in Vital Problem of Decision-Making

Sirs:

I found "When Should Teachers Share in Making Administrative Decisions?" (May 1954) a fascinating discussion of an important and complex subject. It is encouraging to find a scholar with the research experience and creative outlook of Francis G. Cornell devoting attention to this matter, which is of such vital concern in the practical operation of current school affairs.

The introductory paragraphs of the article and the concluding statement both emphasize a point of view unquestionably too often absent from discussions of group dynamics, democratic leadership, and the like, except in a few articles devoted to carefully conducted experiments from which it is difficult to generalize with confidence.

Dr. Cornell asks us to consider under what conditions and for what ends broad participation in decision-making works. This is a question those of us charged with executive and leadership functions in the schools could profitably ask ourselves whenever we plan an attack on a school problem or review a course of action.

The evidence reported and the argument presented convince one that the amount of teacher participation can be exaggerated as a desirable school goal, but it might be well to ask whether certain kinds of participation in certain key matters of decision are not vital. This question may be implied in Dr. Cornell's discussion of the "climate of the administrative environment," but it could well be made explicit. Certainly it seems in harmony with the general approach he is suggesting.

It was interesting for me to compare this article with "A Slight Case" (Continued on Page 110)



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Roving Reporter

Prekindergarteners Are Taken for a Ride • Merit Rating Is Nothing New in Acton, Mass. • Community Honors Superintendent Who Has Served It for 35 Years • Youngsters Are Locked Up in Jail — But They Are Not Delinquents

THERE'S NO JUVENILE crime wave in Kalamazoo, Mich., but some of the youngsters have been locked up in the city jail.

It's all part of a program to fight fear of policemen, explains Police Chief Howard Hoyt. He encourages teachers and parents to bring groups of children to the police station to see what policemen do.

"It's the fear angle we want to fight," says the police chief. "You watch any group of youngsters playing cops and robbers, and you'll find as many who want to be robbers as cops.

"And the kids who play the cops reflect their ideas of how real policemen act. Sometimes it's not very complimentary."

Chief Hoyt says, "It's usually their first trip to a real jail for most of these kids. We hope our tour and talk help make it their last."

THIRTY YOUNGSTERS who will enter kindergarten this fall got their introduction to school life by being taken for a ride—in the school bus at Carroll, Iowa.

The grade school principal, Merle M. Reisner, the kindergarten teacher, Carolyn Brady, and three freshman high school girls accompanied the preschool children. They stopped for ice cream before returning to the school playground, where the boys and girls stayed until a conference for their mothers ended.

The mothers meanwhile were learning some things about kindergarten education, what to expect of their children, and where to seek help if the children need it. Speakers at the conference were the school nurse, Carroll County's special education supervisor and elementary supervisor, Miss Brady, and Mr. Reisner.

MERIT RATING is no new process in the schools of Acton, Mass.—and

a hundred years ago the school board there minced no words in stating its opinion of the local teachers.

In the 1854 school report the three-man board rated the teachers on a 10 point scale, with 5 indicating mediocrity. The criteria were Moral Character, Educational Preparation, Power of Imparting Instruction, Ability and Fitness to Govern a School, Labor Performed, and Success.

Topping the 15 teacher list with scores of 8½ were Mary Buttrick of the North School, Lydia Robinson of the South School, and William Dow of the Centre School, while at the bottom, with a rating of 5, was Joanna Hartwell of the West School.

The committee said: "Miss Hartwell failed in commanding the respect or gaining the good will of her school



so that from the beginning to the end it was a heavy, spiritless and uncomfortable affair. A different order of teacher, and a more cordial, earnest and continued support of her by parents are absolute necessities for the full success of this school. Something must be done."

In describing the high ranking Miss Robinson, the board reported: "She is a very accurate scholar and energetic and accomplished teacher and made the most of her small school," while Miss Buttrick's one-teacher school was "a pattern of good behavior, decided effort, and daily success."

Of Mr. Dow, the board members said, "Always engaged in his appropriate employment, he was never

found lounging in the stores or post office or any of those places where men dissipate at once their time, their morals, and their minds. Study was his life, and teaching, communicating to others his store of mental wealth, his delight. The school, taken as a whole, has not been excelled, if equalled, for many years."

The reports on the teachers were found by Whitman Pearson, present Acton superintendent, in an 1854 school report lent to him by Florence Merriam, South School principal.

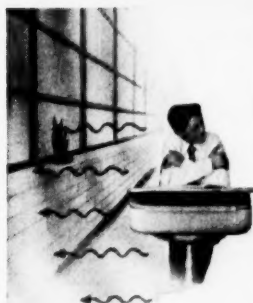
A WHOLE COMMUNITY turned out recently to honor a man who has served it as an educator for 35 years—Supt. James G. Anderson.

At Medway, Mass., graduates of the school, townspeople, teachers, and parents of Mr. Anderson's former and present pupils cooperated in the observance of the special day. The program opened with a proclamation by the selectmen citing Mr. Anderson's work over many years and closed with a banquet that taxed to the limit the capacity of the local town hall.

Seated opposite the head table at the banquet were six of the seven members of the class of 1919, Mr. Anderson's first graduating class at Medway. Representatives of classes from 1919 to 1953 extended congratulatory wishes to the Massachusetts superintendent.

A leather bound book containing more than 1300 signatures of former pupils, friends and fellow teachers was presented to Mr. Anderson. He and his wife were given suitably inscribed watches.

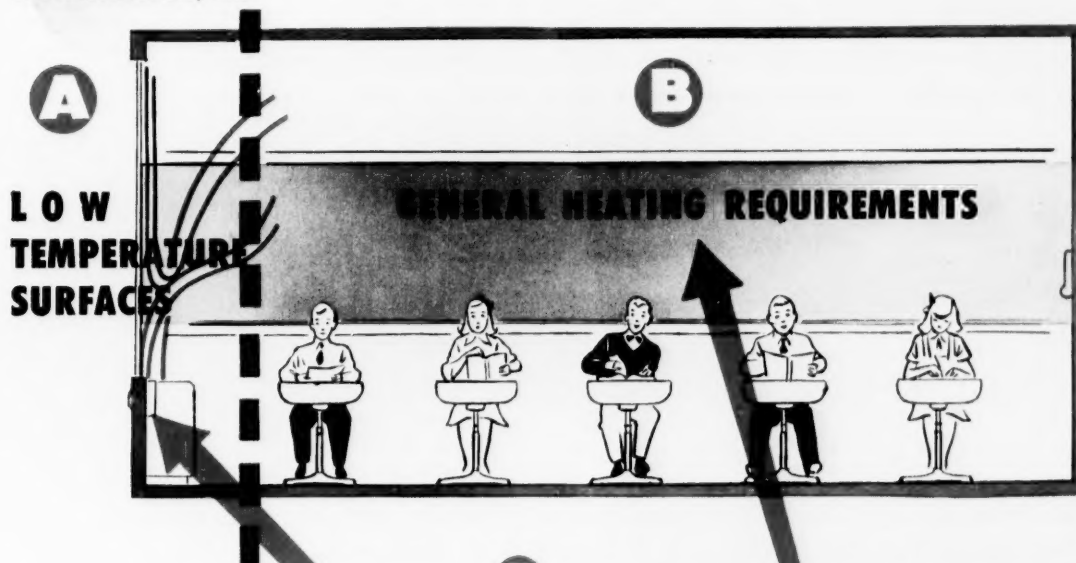
Interest from a sum of money that was collected will be used annually to purchase a medal to be known as the James G. Anderson Mathematics Medal. It will be presented to the member of each year's graduating class who most nearly meets the qualifications prescribed by Mr. Anderson.



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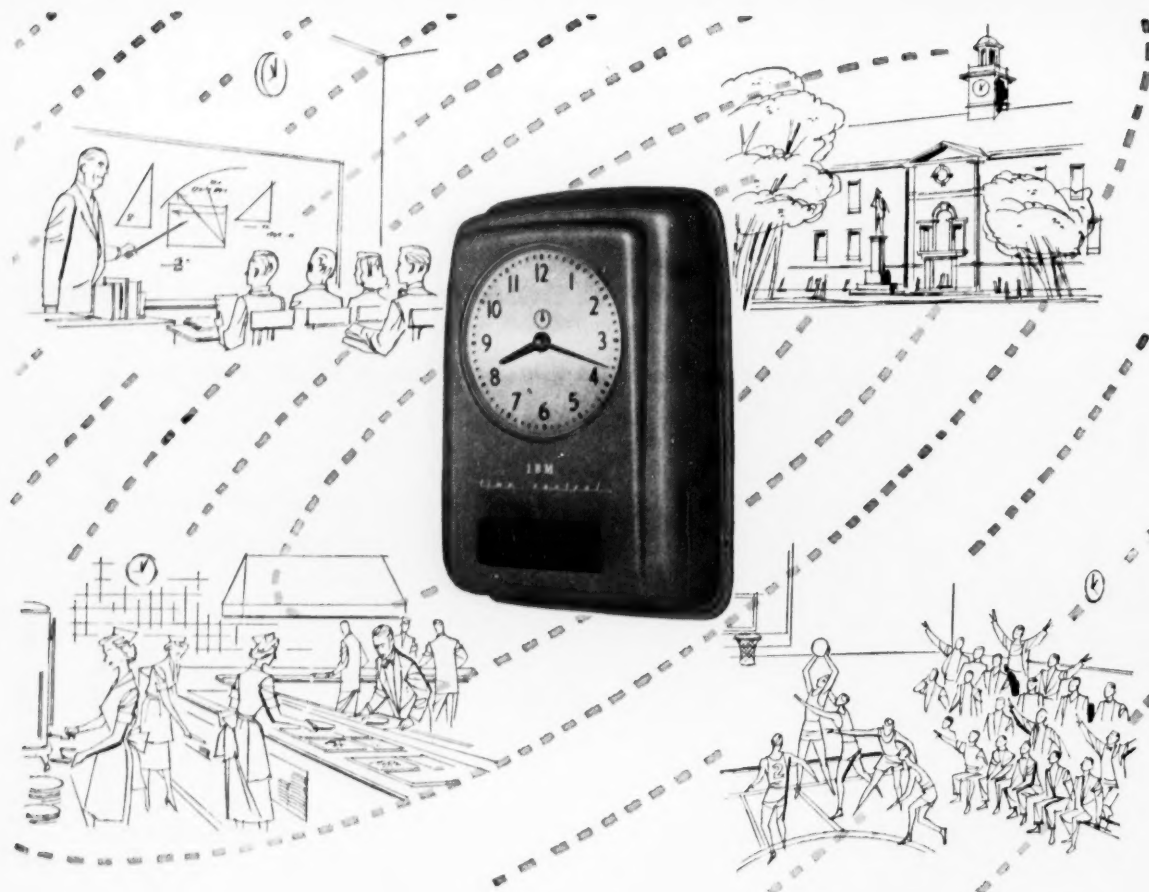
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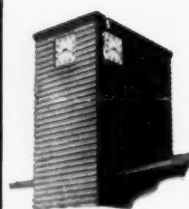
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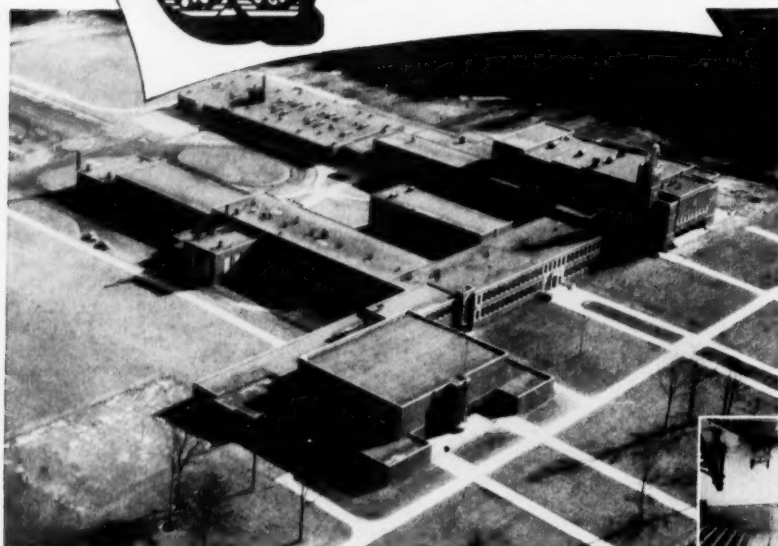
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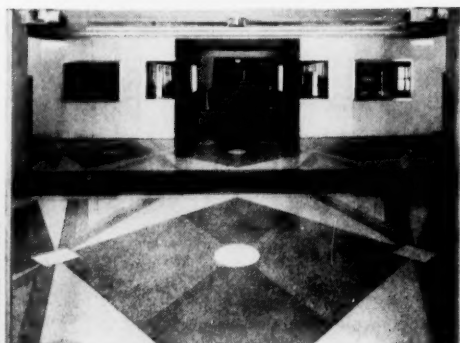
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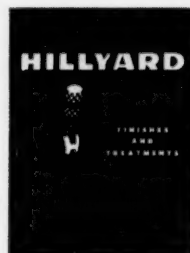
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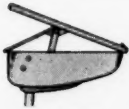


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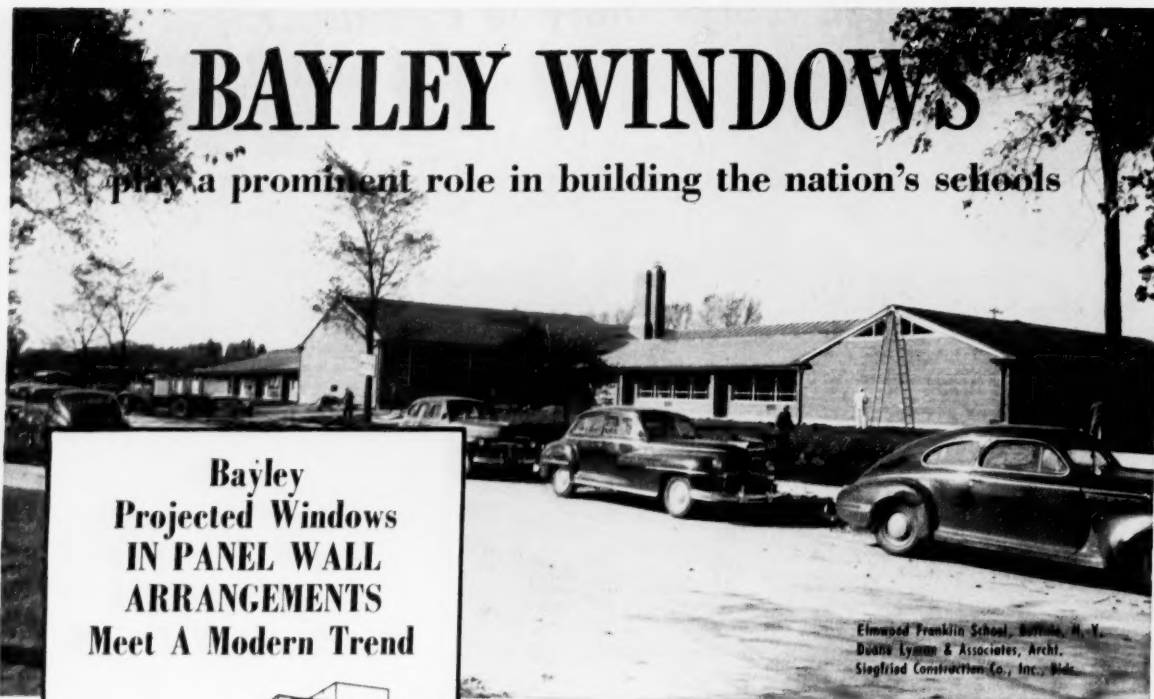
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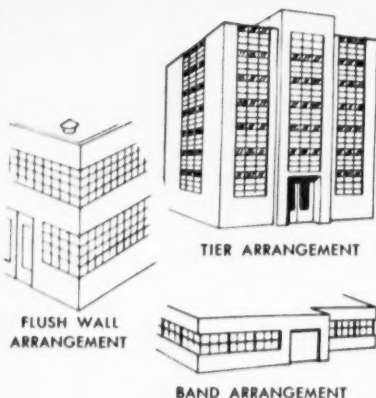
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Duane Lyman & Associates, Archt.
Siegfried Construction Co., Inc., Bldg.

Bayley Projected Windows IN PANEL WALL ARRANGEMENTS Meet A Modern Trend



Without the costliness of special window designing you can now execute many of your design treatments in modern panel-wall or "skin" construction. With Bayley sub-frame design, which accommodates separate window units, standard Bayley Aluminum Projected Windows (with channel frames) of any standard size can be used — offering wide flexibility in the use of newer panel decorating materials, plus the desired window area for providing maximum air, light and vision.

75 Years of
RELIABILITY



Bayley Projected Windows provide the modern school with better ventilation, vision and natural daylighting

The "better-serve" policy that, for so many years, has keynoted Bayley's client relationship is readily apparent in numerous ways. Constant improvement in product detail and quality is one. Another is exemplified in the Bayley Aluminum Projected Window (offered also in steel) that was designed to provide the window features requested by school authorities. Such features as:

Modern appearance • Economy—painting unnecessary • Permanence — long carefree life • Simplicity — no complicated mechanism • Adaptable to all types of construction • Glazing outside — flat surface inside • Easily washed from inside • Prepared for screens • Permits use of accessories, such as draperies, shades, curtains, venetian blinds or awnings.

Whatever your window requirement may be, Bayley's years of specialized window experience can undoubtedly be of value to you. Write or phone.

See Bayley in Sweet's. Complete catalogs on aluminum windows, 16a/Bay; steel windows, 16b/Ba.



THE WILLIAM BAYLEY COMPANY

Springfield, Ohio

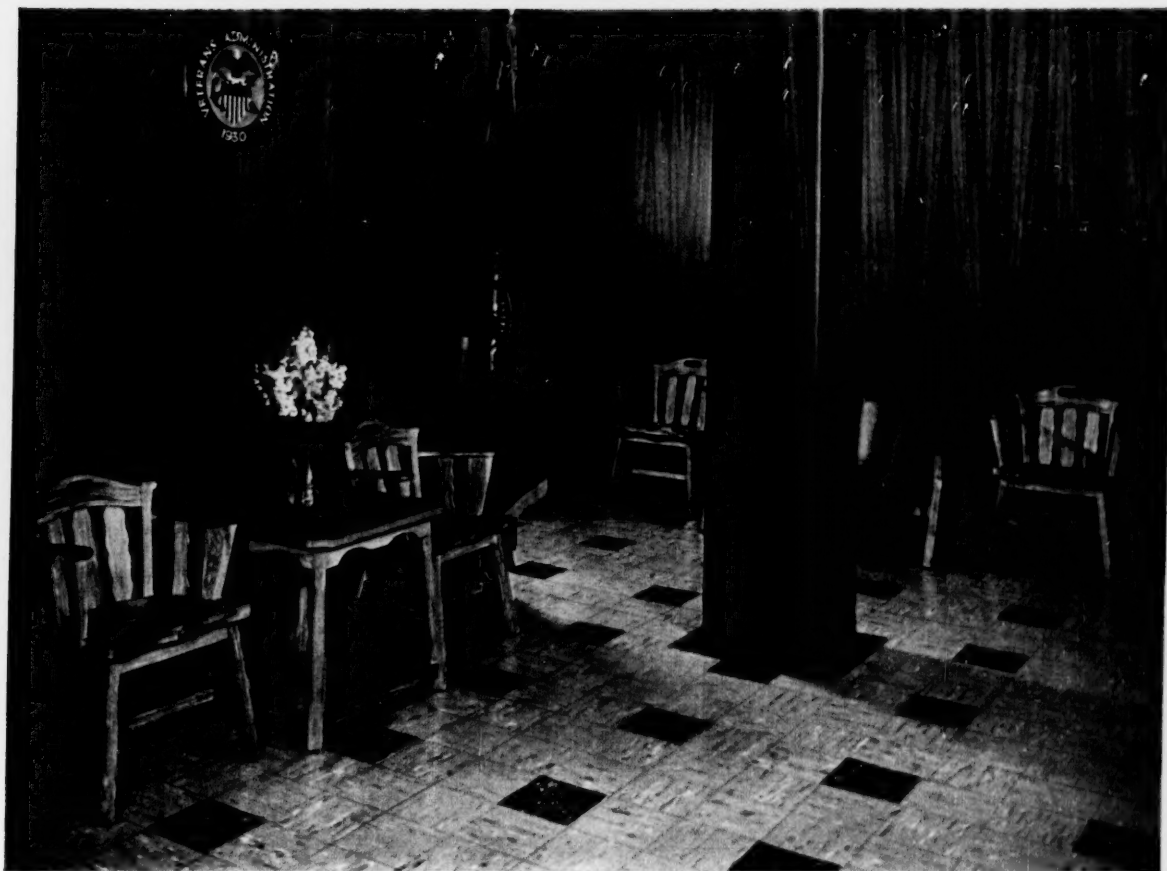
District Sales Offices:

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Waiting room of the Veterans Hospital, Milwaukee, Wisc. This is a heavy-traffic area, yet the floor-maintenance burden will be light, year after year. It was planned that way by specifying and installing flooring made of BAKELITE Vinyl Resins—"Vinylast" Floor Tile by Vinyl Plastics Inc., Sheboygan, Wisc.


It pays to **ANALYZE** your flooring plans

ASK YOURSELF: what are the major features flooring material should combine? Beauty and luster are essential, of course...and there should be a large selection of colors and patterns. Long wear and easy cleanability are vital. These two go together . . . to keep up the beauty . . . to keep down the cost. And don't forget resiliency for foot comfort, and ease of installation.

How many types of flooring offer *all* these benefits? No matter how many you consider, *only one type provides every fundamental re-*

quirement to a high degree. Flooring "made of BAKELITE Vinyl Resins" is your sure and simple specification. It stands for highest quality in the resins that bring you so many flooring advantages. No other type of flooring provides so much.



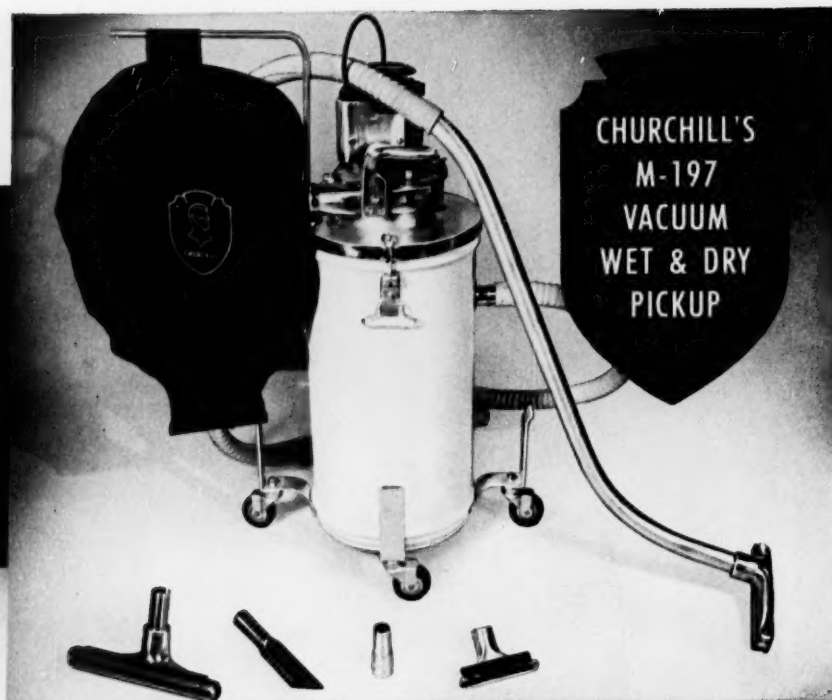
BAKELITE COMPANY, A Division of Union Carbide and Carbon Corporation  30 East 42nd Street, New York 17, N. Y.



A smaller unit with the same proportionate ability and value as Churchill's M-197. Has $\frac{1}{2}$ h.p. motor, filter area of 528 sq. in., volume of 165 cu. ft. per min., tank capacity of 5 gallons. Standard equipment includes all attachments shown. Amazingly low in both first cost and operating cost. Many schools buy one for each floor or section of the building.



CHURCHILL'S 24" DRY MOP... an excellent accessory (extra) for dry sweeping. Works with either M-197 or M-98. Made with replaceable flannel covering over foam rubber and wood shoe which is fastened to aluminum top plate. Furnished complete with pair of extra heads which are removable and washable.



Designed Especially for Schools ...to assure cleaner, more sanitary floors At Amazingly Low Costs

Here's a valuable addition to any school's maintenance equipment... a powerful, all-purpose unit which can be used for either wet or dry cleaning without interruption. Strong suction removes dirt, lint, metal and other dry matter... water and other liquids. Also convertible for use of exhaust in blowing dirt from surfaces which cannot be vacuum cleaned.

Ball bearing casters, set out from the container, make the entire unit very stable and easily portable. Equipped with 1 h.p. Universal type air cooled motor and sealed ball bearings. Bag area, 1504 sq. inches; tank capacity, 15 gallons. Furnished complete with the following attachments to take care of every ordinary cleaning requirement: 12" squeegee, 12" floor tool, 6" upholstery tool, crevice tool, adapter, 2 wands, 2-section hose, bag, heavy-duty rubber covered cord with unbreakable rubber plugs.

Yes, Churchill's M-197 is the vacuum pickup you need... and it can save considerably on maintenance costs. It will match the performance of any of the more expensive machines, yet the *original cost is only about half!* In other words, you can buy two of these Churchill units for very little more than you would pay for one competitor of equal capacity and ability. For complete information and prices, call your Churchill distributor or representative, or write...

CHURCHILL MANUFACTURING COMPANY, GALESBURG, ILL.

Their Safety Is Important

Safeguard Showers with POWERS



Some of the more than 60 showers in this modern school regulated by Powers Mixers

Architect: CHARLES W. NICOL & ASSOCIATES • Mechanical Engineers: JOHN K. FAIRBAIRN
Plumbing Contractors: M. J. CORBOY CORP., All in Chicago

Powers Thermostatic Water Mixer complies fully with Veterans Hospital safety requirements and Federal Specifications WW-P541a.

10 to 20% Water Saving.
No need to get out of shower and readjust it because of fluctuating water temperature.

ONE Shower Accident
May Cost Many Times More than POWERS MIXERS.

POWERS *Thermostatic* WATER MIXERS

Give Double Protection Against Shower Accidents

**Caused by PRESSURE and TEMPERATURE
fluctuations in water supply lines**

No Shower is Safe Without this Double Protection — Powers thermostatic water mixers *always* hold the shower temperature constant wherever the bather wants it. They are completely automatic. Failure of cold water instantly shuts off the shower. Delivery temperature is *thermostatically* limited to 115° F. Simple, Durable Construction of Powers Mixers insures long life and minimum of maintenance.

(b62)

For Utmost Comfort, Safety and Economy Install Powers Mixers • Write for Bulletin 365.

Established in 1891 • **THE POWERS REGULATOR COMPANY** • SKOKIE, ILL. • Offices in Over 50 Cities



Farmdale Elementary School, Landisville, Pa. Architects: Coleman & Coleman.
Glazier: Earl V. Schaffer. General Contractor: Rice & Weidman, Lancaster, Pa.

PUT **COOLITE** THERE TO STOP HEAT AND GLARE

Coolite Glass Installed In Center Sash Filters Harmful Qualities of "Raw Sunlight"

Coolite, Heat Absorbing and Glare Reducing Glass, installed in the two center lights of this school day-lighting wall keeps unwanted factors in "raw sunlight" on the absent list . . . floods classroom with softened, delicately tinted natural illumination . . . helps protect precious young eyes from dangerous fatigue, strain. Coolite helps keep classrooms cooler, too, since it absorbs over half of solar heat. Classrooms are bright as all outdoors, seem larger, friendlier . . . and Coolite-controlled light helps students feel and see better.

When you build or remodel your school buildings, take advantage of Mississippi's school daylighting knowledge which is supplemented by continuing research in a specially designed school room erected on factory grounds. Mississippi has a school-tested pattern for every requirement in line with your school building budget. Mississippi technicians recommend these outstanding patterns for school use: Coolite for maximum comfort; Pentecor, for maximum light distribution; Hylite, for maximum light transmission; Polished Misco Wire Glass, for maximum beauty with protection.

Write today for free booklet,
"Better Daylighting For Schools."

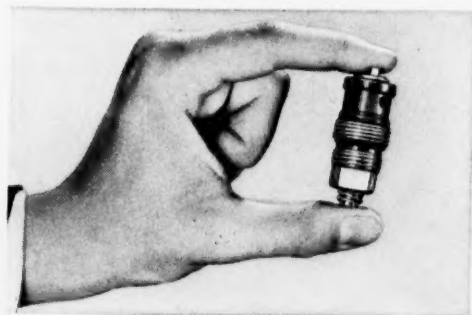


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WORLD'S LARGEST MANUFACTURER OF ROLLED, FIGURED AND WIRED GLASS

CRANE PLUMBING...AND GOOD SCHOOL PLANNING

Crane school plumbing fixtures go hand in hand with the new look and new efficiency of



Less faucet repairs! Crane Dial-ese faucet controls last longer—require less maintenance. That's because of the simple replaceable cartridge that contains all working parts. When necessary, old cartridge can be replaced by new one in seconds.

modern school buildings. Crane design is in key with the most up-to-date arrangements... helps make the best use of available space. And because Crane products are made to withstand hard usage, the Crane fixtures you install today will still be there to serve future school generations. *Insistence on Crane is a part of good school planning.*



Proper washroom planning reduces corridor traffic

The *time* to solve the problem of corridor traffic is when your new school building is in the planning stage. The *place* to solve it is on your architect's drawing board. And nothing can contribute more to its solution than proper placement of toilet and washroom facilities.

For example, ask your architect to explore the traffic-

reducing effects of more and smaller washrooms instead of just a few large ones. And when discussing equipment for these rooms, *let him know your preference for Crane.*

CRANE CO.

GENERAL OFFICES: 836 SOUTH MICHIGAN AVE., CHICAGO 5
VALVES • FITTINGS • PIPE • PLUMBING AND HEATING

ALL THROUGH THE SCHOOL... years of wear...



IN CLASSROOMS: For desk tops that can take hard wear year after year—and also offer proper light reflectance!

Desks illustrated are part of a complete G-E Textolite line of modern school furniture by IRWIN SEATING CO., Grand Rapids, Michigan, a leading manufacturer of school seating since 1907. Specify Irwin seating with G-E Textolite.

You can shrink maintenance costs when you take advantage of the many features offered by Textolite seating:

- Long wear!
- Resistance to scratches and stains!
- Wipe clean with a damp cloth!
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G-E Textolite* OFFERS YOU...
plastics surfacing

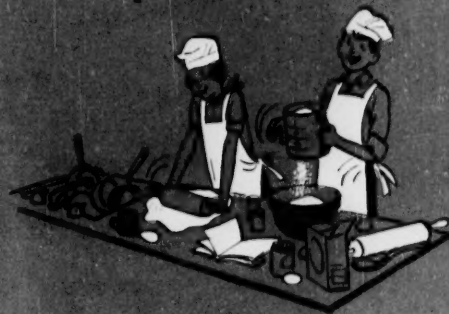
with minutes of care!



IN CAFETERIAS: For bright, sanitary, easy-to-clean table tops!



IN HOME ECONOMICS ROOMS: When you want a surface that can take spilled liquids and handicraft supplies!



For school-planning ideas with G-E Textolite surfacing, contact your nearest G-E distributor, or write: Chemical Division, General Electric Company, Section 488-2A, Coshocton, Ohio.

WHEN YOU WANT BEAUTY PLUS EXTREME DURABILITY...YOU WANT

Textolite
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You can put your confidence in—
GENERAL  ELECTRIC

BRUNSWICK

comfort...

Compound-curved seats and backs of Brunswick's stacking chairs match body contours perfectly for new standards of comfort in the classroom.



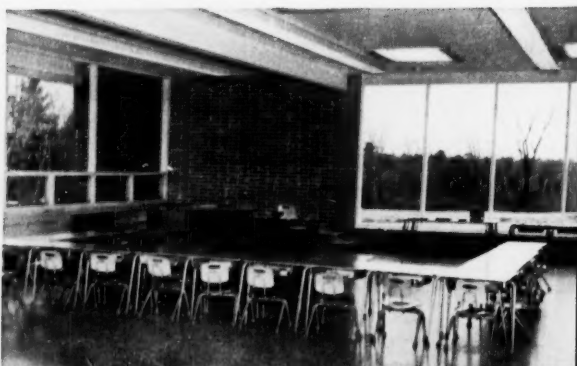
Alfred C. Henderson School, Barstow, Calif.

design...

Advanced correlated design characteristics built into each unit of the Brunswick line mean perfect harmony in the classroom.



Westview School, Muncie, Ind.



South Easton Elementary School, South Easton, Mass.

flexibility...

The endless variety of Brunswick chair and table arrangements offers a new concept of flexibility-in-use.



Get a copy of the Brunswick School Furniture catalog from any of our dealers, 28 branch offices, or write to

THE BRUNSWICK-BALKE-COLLENDER COMPANY
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Brunswick

durability...

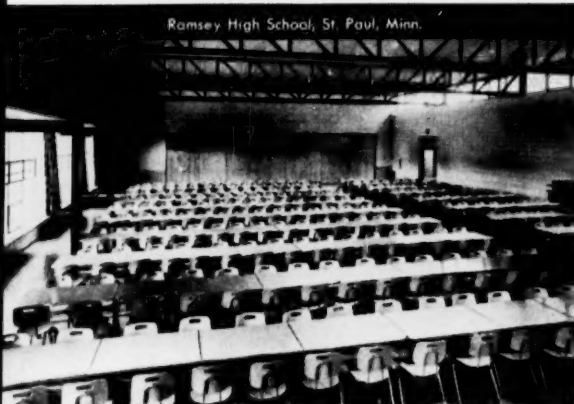
Highest quality materials plus newest engineering and manufacturing techniques add up to years of wear and long-lasting beauty.



Immaculate Conception School, Highland Park, Ill.

availability...

Now installed in hundreds of schools from coast to coast, Brunswick School Furniture is available for *your* school, now.



Ramsey High School, St. Paul, Minn.



stains

roll off **Gold Seal
Vinylbest**
like water!

New Gold Seal Vinylbest Tile has the *acid and alkali resistance* of all true vinyls! Plus the *moisture resistance* of asphalt tile! Plus the *easy maintenance* features of inlaid linoleum! Plus the *clear, true color characteristics* of rubber tile! Plus the *fire-resistant* properties of asbestos! You can install it *anywhere* confident it will do the job because it combines these finest features of other tiles. In fact—Gold Seal Vinylbest is so versatile it can go into schools, homes, or hospitals . . . over suspended wood or concrete . . . on, above or below grade! And because the colors and designs go all-the-way-through every tile, Gold Seal Vinylbest is exceptionally long-wearing. Upkeep and replacement costs are low, too. So on a 20-year basis, it is less expensive than hard brittle flooring! Add up these facts . . . you'll come to one compelling conclusion . . . you just can't make a mistake with Gold Seal Vinylbest Tile. 12 premium colors at a standard price. $\frac{1}{8}$ " gauge. 9" tiles.

GOLD SEAL® Floors and Walls



CONGOLEUM-NAIRN INC.

Kearny, New Jersey © 1954

Architects' Service Dept.
Congoleum-Nairn Inc., Kearny, N. J.

NS-7

Please send me the free illustrated booklet "Which Floor Goes Where in Commercial Areas."

Name _____

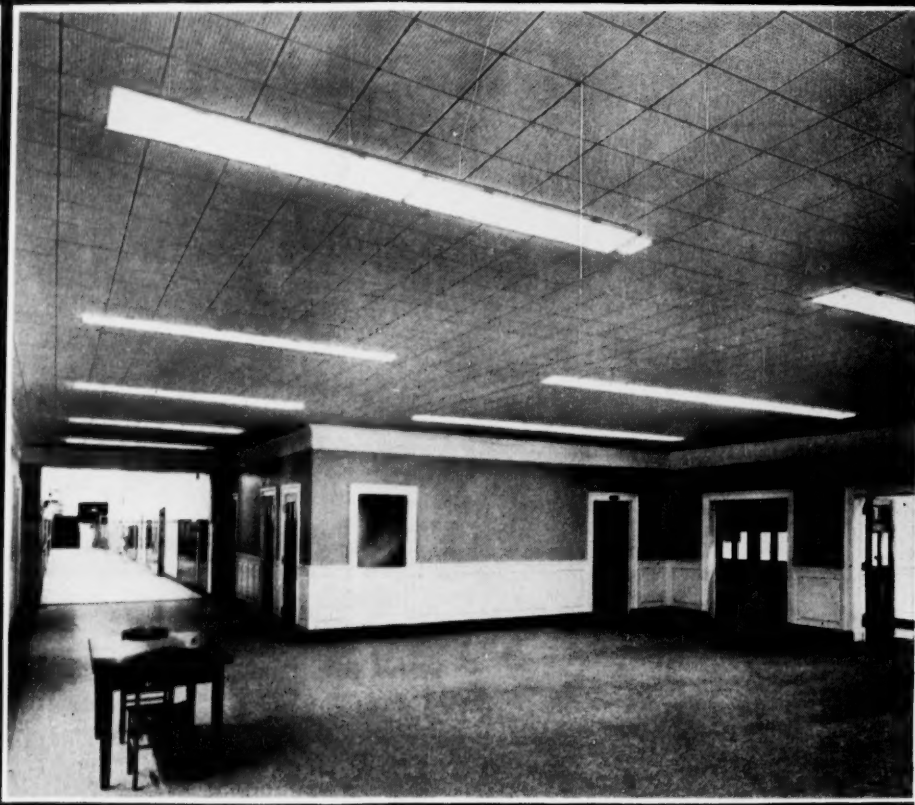
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How to give an elementary lesson in quiet!

The Johns-Manville Fibretone Acoustical Ceilings installed throughout this elementary school keep distracting noise to a minimum, encourage classroom concentration, and make work easier for both students and faculty.



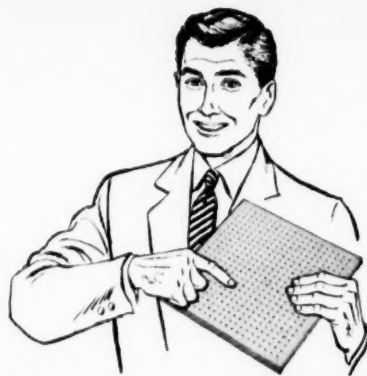
Johns-Manville FIBRETONE ACOUSTICAL TILES reduce disturbing noise at low cost

BECAUSE distracting noise is so harmful to efficiency in any activity, practically all new building specifications include acoustical ceilings for sound absorption. However, just because your present building was constructed before sound control became an established science, there is no reason for you to be handicapped by noise. You can have a Johns-Manville Fibretone* Acoustical Ceiling quickly installed over your present ceiling.

Johns-Manville Fibretone offers an acoustical ceiling which is highly efficient yet modest in

cost. It consists of 12" square panels of sound-absorbing materials in which hundreds of small holes have been drilled. These holes act as "noise-traps" where sound energy is dissipated. Fibretone is predecorated, can be painted and repainted, and is available with a flame-resistant finish.

For a complete survey by a J-M acoustical expert, or for a free book entitled "Sound Control," write Johns-Manville, Box 158, Dept. NS, New York 16, N. Y. In Canada, write 199 Bay Street, Toronto 1, Ontario. *Reg. U. S. Pat. Off.



Fibretone Tiles are easily installed over new or existing construction. Hundreds of small holes drilled into the sound absorbent panels increase acoustical efficiency.

Johns-Manville



**40 years of leadership
in the manufacture of
acoustical materials**

YOU CAN GET RUST-PROOF AND FRACTURE-RESISTANT* STEEL TOILET COMPARTMENTS THAT STAY NEW ...ALWAYS!

... that reduce maintenance costs to an all-time low—that provide features *which cannot be duplicated by any other material* suitable for toilet compartments.

Sanymetal "Porcena" (Vitreous Porcelain on Steel) Toilet Compartments provide enduring beauty, fadeless colors, structural durability, resistance to acids, resistance to defacement and abuse. *Sanymetal "Porcena" Units will not fracture through their cross-sections.

Sanymetal Vitreous Porcelain on Steel Toilet Compartments are impervious to moisture, odors, uric and other ordinary acids, oils and grease, and are scratch-, scrub- and scribble-resistant. The flint-hard, glass-smooth surface can be kept as immaculately clean as a china plate. The glass-hard, lustrous finish of Vitreous Porcelain on Steel does not fade, tarnish, peel or discolor. The original luster and freshness of colors is never lost.

Sanymetal "Porcena" (Vitreous Porcelain on Steel) is incomparable with any other material commonly used for toilet compartments. It is a life-time material that stays new two ways: (1) in appearance; (2) in structure! This everlasting newness is the result of a correct combination of the desirable qualities of the hardness of glass and the natural structural strength of steel.

Only Sanymetal offers "Porcena" (Vitreous Porcelain on Steel) Toilet Compartments. It is unlike paint enamel or lacquer-finish steel because the vitreous porcelain is fused to steel at temperatures ranging from 1350° to 1550° F. This impregnates the steel with vitreous porcelain enamel and makes it corrosion-proof in the event the surface is ever damaged. Be sure to get rust-proof, fracture-resistant Sanymetal "Porcena" Toilet Compartments.

THE SANYMETAL PRODUCTS CO., INC. • 1686 Urbana Rd. • Cleveland 12, Ohio

Sanymetal Toilet Compartments embody the results of specialized skill and experience in fabricating over 1,000,000 toilet compartments in 40 years in all types of buildings. Ask your architect about planning suitable toilet room environments that will always stay new. Refer to Sanymetal Catalog ²¹⁵ in Sweet's Architectural File for 1954 and Catalog ¹²⁵ in Sweet's Industrial File for 1954.



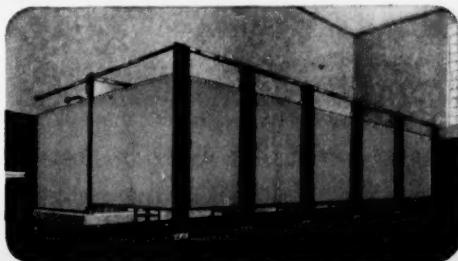
Sanymetal

*Trade Mark Reg. U. S. Pat. Off.

"Treated with 'Bonderite', a product of Parker Rust Proof Co.

TOILET COMPARTMENTS, SHOWER STALLS AND DRESSING ROOMS

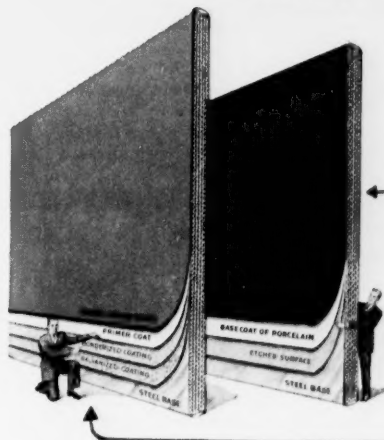
Sanymetal ACADEMY Type Shower Stalls and Dressing Room Compartments provide the utmost in convenience and sanitation for gymnasiums, stadium dressing rooms, YMCA's, clubs, trailer camps, motels, etc.



Sanymetal CENTURY Type Ceiling-Hung Toilet Compartments offer the utmost in sanitation and provide modern, distinctive toilet room environments for schools. When made of a Vitreous Porcelain on Steel, they have no equal.



Sanymetal "PORCENA" (VITREOUS PORCELAIN ON STEEL) The Ageless and Fadeless Material



This is Sanymetal "PORCENA"

(Vitreous Porcelain on Steel)

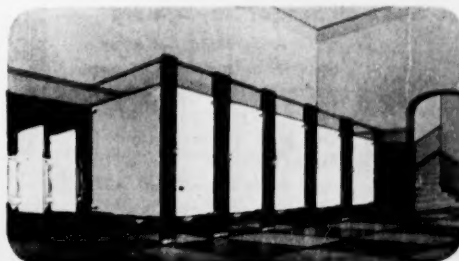
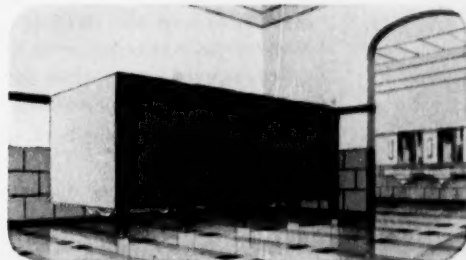
A metal base material that is impervious to moisture, odors, cleaning and uric acids, oils and grease. It is rust-proof and shock-proof and available in 21 glistening colors.

This is Sanymetal "TENAC"

(Baked On Paint Enamel over Galvanized, Bonderized Steel)

A metal base material that is notable for the positive adhesion of the baked-on paint enamel to the metal and its resistance to corrosion. Its lustrous, protective finish assures long-lasting newness. Available in 21 gleaming colors.

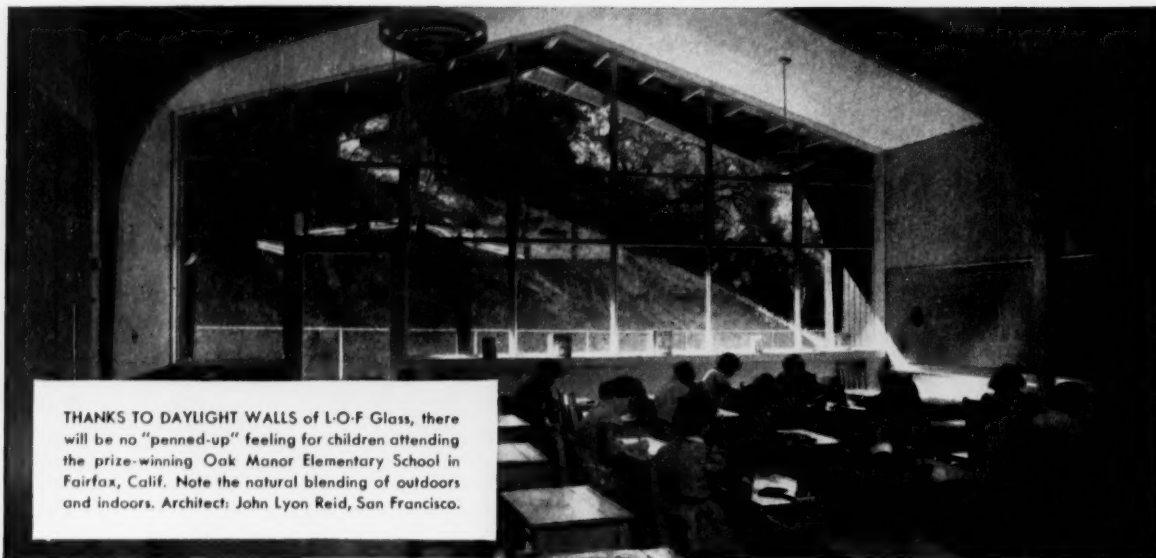
Sanymetal NORMANDIE Type Toilet Compartments endow a toilet room environment with dignity and good taste.



Sanymetal ACADEMY Type Toilet Compartments are widely used where a floor-supported, rigid installation is required. Available in Sanymetal "Porcena" (Vitreous Porcelain on Steel).

IN *The School Executive's* THIRD ANNUAL COMPETITION FOR BETTER SCHOOL DESIGN

17 OUT OF 17 WINNERS USED MODERN DAYLIGHT WALLS!



THANKS TO DAYLIGHT WALLS of L-O-F Glass, there will be no "penned-up" feeling for children attending the prize-winning Oak Manor Elementary School in Fairfax, Calif. Note the natural blending of outdoors and indoors. Architect: John Lyon Reid, San Francisco.

That's quite a record—out of 139 schools entered, all 7 winning designs and all 10 honorable mentions have daylight walls, windows of clear glass extending from wall to wall and sill to ceiling. It's an indication of a sharp, decisive trend in school design.

In the words of the judges themselves: "Each (of the winners) showed a sensitive relationship between indoor and outdoor surroundings. Each of them used the outdoors to enhance the environment of people occupying rooms. In each of the winners there has been a conscious effort to combat the confining effects of people contained in limiting boxes."

These words reflect the growing enthusiasm of educators all over the country for the use of day-

light walls to eliminate "that cooped-up feeling". These daylight walls add a feeling of spaciousness, bring light and view inside . . . make the classroom a part of the world beyond.

School boards like daylight walls, too. They are economical to build (less masonry, lath, plaster and paint). Economical to maintain (glass is easy to clean, doesn't wear out). When glazed with *Thermopane** insulating glass, heating costs are lower and areas close to windows are comfortable on coldest days.

For a more complete story on the use of daylight walls in school design, write for the book described below or call your nearby Libbey-Owens-Ford Glass Distributor or Dealer. *®

Free Book on School Daylighting



You'll enjoy—and get a lot of good ideas from—this 24-page authoritative publication on school daylighting: "How to Get Nature-Quality Light for School Children." For a free copy write Department 4374, Libbey-Owens-Ford Glass Co., 608 Madison Ave., Toledo 3, O.



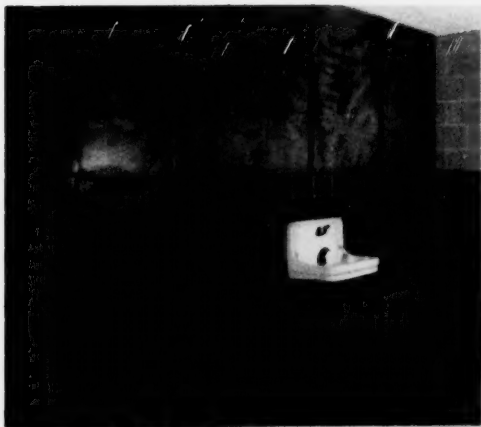
THERMOPANE • PLATE GLASS • WINDOW GLASS

DAYLIGHT WALLS

. . . THAT LET YOU SEE

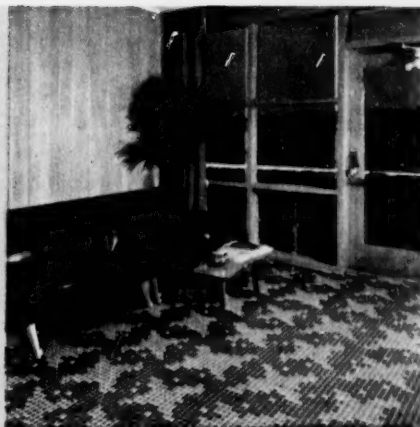
OTHER L-O-F PRODUCTS: Vitrolite® • Tuf-flex® Tempered Plate Glass • Tuf-flex Doors
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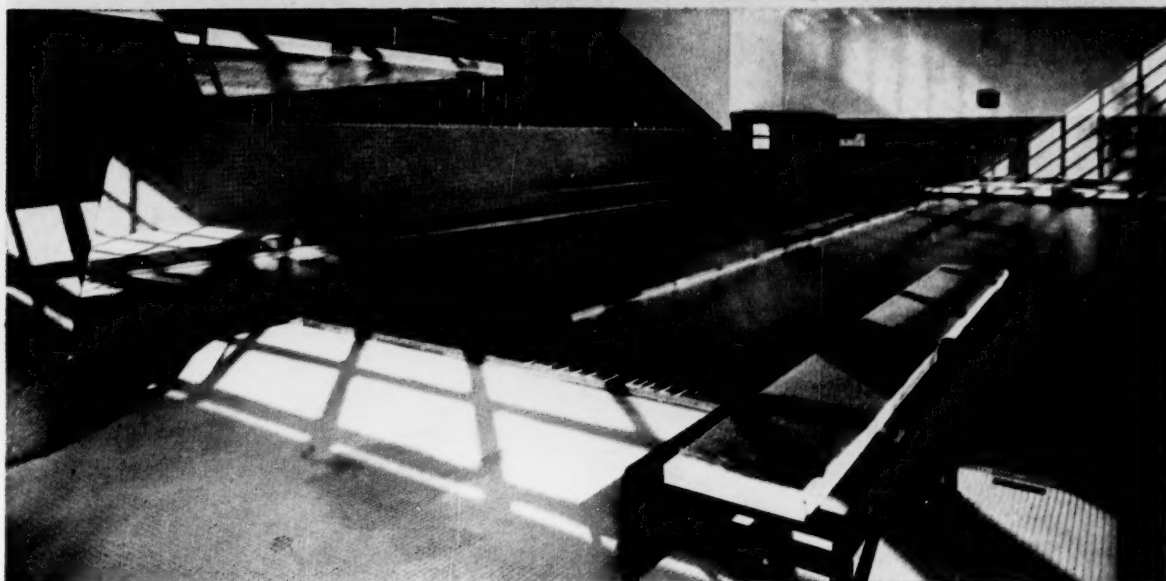


Mosaic's new 9" x 6" x 1/2" Glazed Wall Tile on corridor wainscot, Foothills School, Boulder, Colo. Robert Ditzen, Architect. Reeves-Ryan Tile Co., Tile Contractor.

This home-like floor in Mace's Lane High School, Cambridge, Md., is a Mosaic Formfree* Pattern in Granitex Mosaics—youthful looking, long lasting, easy to clean. Johannes & Murray, Architects. George E. Adshead & Son, Tile Contractor.



Men's Pool, Syracuse University, Syracuse, N. Y. Ceramic Mosaic Tile gives a lasting, sanitary finish to pool lining and deck. Surrounding walls of Mosaic Glazed Wall Tile. Lorimer Rich & Assoc., Architect. Harry A. & F. Curtis King, Associate Architects. Stearns & Bergstrom, Inc., Tile Contractor.



MOSAIC CLAY TILE...

*unharm'd by
a thousand busy feet,
a thousand smudgy hands*

* Copyright 1951 by The Mosaic Tile Co.

Fifty years from today, a look inside these schools would tell you more eloquently than any words . . . there is nothing in the world to equal Mosaic Clay Tile for permanent beauty and satisfaction.

For helpful literature on the many types of Mosaic Clay Tile, write Dept. 48-4, The Mosaic Tile Company, Zanesville, Ohio. "The Tile Handbook," published by the Tile Council of America, will help you specify. And remember—you are always welcome at our showrooms and at those of your Tile Contractors.

For Free Estimates
on MOSAIC Tile,
see your phone book
for the name
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Contractor
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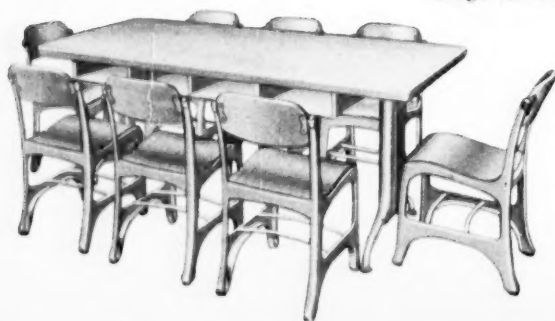
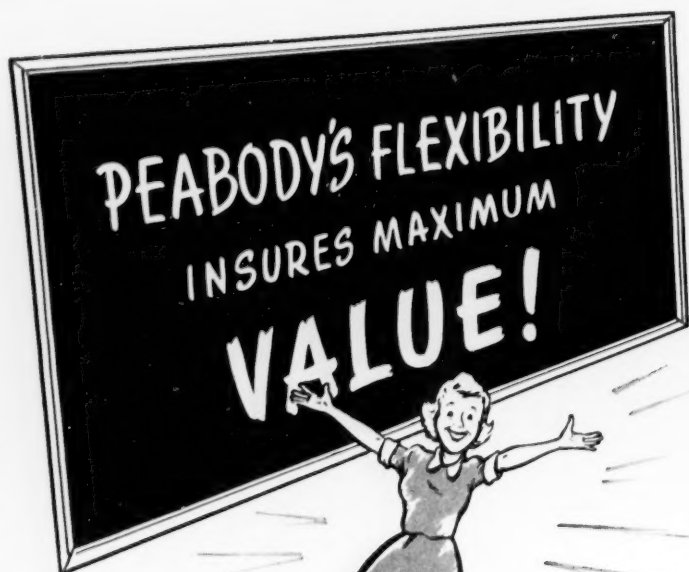


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1954 Our Sixtieth Year

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Over 4000 Tile Contractors to serve you

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TODAY'S CHANGING NEEDS REQUIRE FLEXIBILITY

Pedestal type legs give more leg room—more units per row.

Large roomy bookbox (18x24) with solid hard maple top.

Available with lifting-lid bookbox.

All tables with strong pressed steel pedestals—modern design.

Typing table 18x30 (above) Bookkeeping table 22x32 (left) solid hard maple tops.

Companion swivel chair—with casters—posture back—3" height adjustment.

Large classroom and library table—heavy birch plywood banded with hard maple. Available with large book compartments. Tops and height sized for every need—kindergarten through college. Companion chair—pressed steel—posture seat and back.

Celsyn finish resists marring and scratching. Engineered color harmony "Suntan".



"No One Ever Regretted Buying Quality"

PEABODY

NORTH MANCHESTER, INDIANA

Looking Forward

A Social Directive

THE Supreme Court decision on segregation (May 17) is not a mountain peak in the social history of this country. Rather, it is a significant marker on a long road, much of which is yet to be traveled. The decision is a sign, a most hopeful one, pointing the way toward a more realistic enactment of this thing we call democracy. It is a clarification of current social thinking. Responsibility now rests with the educational leadership of *both* races to put these directives into reasonable operation.

As noted by a southerner in this issue (p. 29), the Supreme Court has told us the Christian and democratic thing to do, but the problem still is a difficult one.

The idea of "separate but equal" schools is a misnomer in any language and in any situation. Equality of educational opportunity is a hope and a goal in this country, but it is far from a reality for either white or black children in any state. In big cities, and in some not so big, there may be a greater range of inequality among schools in the various sections of the city than there is between white and Negro schools in segregated districts. The Supreme Court is merely saying that *all* children should be given the best kind of education that the community, the state, and the nation can possibly afford.

In other lands where the color of a man's skin has not been an occasion for legal barriers, there still are problems of hatreds and injustice between groups that differ in physical appearance or cultural attributes. Such difficulties develop from traditions, from misunderstandings, from wrong indoctrinations, and from economic barriers. When through education we can raise the economic status of the Negro—when we can give him educational opportunities that enable him to develop his abilities to a greater extent and so to make a greater contribution to the achievements of this land—then we may happily see respect and appreciation taking the place of prejudice.

Now Is the Time

FEDERAL aid for schoolhouse construction is more urgently needed *now* than ever before in the history of this nation. Although the South has made great progress

in improving the housing conditions and learning opportunities for its Negro enrollment, its per pupil average outlay for public education is still considerably higher for the white child.

To provide adequate schooling for *all* children, many of these states will need more funds. Such help can be given with least danger of federal control through grants for schoolhouse construction. The need for such aid is not confined to the South. Classroom shortage in the northern states often works hardship on the minority races, especially those who live in tenement areas of big cities.

Federal help should come from a source that is not otherwise available to the state. In fact, *now* is the time to earmark for education federal revenues from submerged oil lands beyond historic state boundaries.

The carpetbagger days following the Reconstruction Act are a blight on this nation's history that should not be repeated because of similar ineptitude on the part of the federal government in this great hour of need for the South.

Mothers as Teachers

WHILE bemoaning the fact that not enough young people are entering the teaching profession, our teacher education institutions are either inadequate for or indifferent to another source of teacher supply—the mother whose family is reared and who now has time to teach.

This situation is indicated in a survey made by the education committee of the American Association of University Women. The association arranged for interviews with married college women who had gone back into teaching, asking them primarily to report what they thought about the courses that had been offered to them and how such training met their teaching needs.

Replies were obtained from 182 individuals in 25 states. All of those responding had had college courses; most of them were college graduates; 48 of them had never taught before; 159 were teaching now. Nearly all were teaching or preparing to teach in the elementary field.

Because her experience was somewhat typical, we are quoting from the comments of a mother who decided to go back into teaching after her three children were grown. Her state education department reviewed her credentials

and decided that she needed 12 more hours of education courses before she could qualify for a provisional certificate. Three credits were to be in practice teaching.

She writes: "These were regular university courses, and while they were of definite help to me, they did not meet the special needs which I (and others) had at the time. These needs could have been met, I feel, by some careful counseling at the time of my registration, and, if possible, by a special refresher type of course, to bring me up to date in the general field of education."

"The emphasis in my case was entirely on the completion of *hours* of education, not on subjects designed to aid me in my new profession. Such aid could have been provided by real supervision of my practice teaching hours, but as it worked out, this was a mere formality."

"I have talked to several teachers in the school where I teach. There are at least five in our group of 30 who have either started teaching for the first time or who have returned to it after lapses of from 10 to 20 years. The consensus seems to be that we are more than willing to take refresher courses, either to meet certification requirements or to bring us back into step with educational requirements. However, we do feel that we need special counseling, and perhaps a new type of general refresher course, to meet our needs, which differ so acutely from those of the usual university student."

Another retrained teacher expresses it this way: "One must remember that the existing system of teacher training, after all, is slanted toward the needs of the younger or undergraduate student in the teachers college. Understandably, that system may sometimes fail to serve adequately the more mature person who is, more than likely, (1) a person accustomed to taking responsibility, (2) a thinking citizen rather than a parrot, (3) a graduate of a liberal arts college rather than an undergraduate in a school of education."

In spite of these criticisms of the retraining programs offered, the survey indicates quite clearly that many more teachers could be recruited from among older women.

This study by the A.A.U.W. education committee presents rather convincing evidence that better planning of retraining courses, taking full recognition of the maturity of such applicants, would "do much toward channeling maximum available womanpower into the teaching profession."

Crusade for Truth

IN HIS speech commemorating the 200th anniversary of Columbia University, President Eisenhower called for a "Crusade of Truth." We would like to suggest that this crusade start now—just around the corner from the White House.

Said the President: "We must join with our friends in a crusade of truth. We must make our aim the building of peace in justice and freedom."

Even as he was preparing this speech, a congressional investigating committee, meeting in out-of-the-way places, was busy smearing the teaching profession. "In justice and freedom" hardly describes the propagandistic manner in which Chairman B. Carroll Reece (R.-Tenn.) permitted

alleged testimony to be publicly expressed in hearings before this committee. Rep. Reece is running the special committee investigating the use of funds by tax exempt educational and philanthropic foundations. At the committee's hearing on May 24 two members of the committee walked out in protest. They were objecting to statements made by Aaron M. Sargent, a San Francisco lawyer. Mr. Sargent's attack on the National Education Association was of the kind that Rep. Wayne L. Hays (D.-Ohio) described as continuing "to skirt the borders of libel" and to "shoot smears in every direction."

Accusing the N.E.A. of sponsoring classroom textbooks that stress the "seamy side" of American life but picture the Soviet Union as a land of "sweetness and light," the California witness tried to base his accusations upon the "Building America" series of junior high textbooks of a decade ago.

Declaring that Mr. Sargent's statements were derogatory, Rep. Hays insisted that Mr. Sargent's testimony should have undergone closed session inquiry before being put in the public record. But Chairman Reece gave Mr. Sargent the green light to expound the familiar propaganda of front groups.

Meantime, more favorably located before the TV cameras, the Army-McCarthy hearings have demonstrated another version of "justice and freedom."

Crusades for truth and fair play in congressional investigations have met defeat after defeat under both Democratic and Republican party control. Bills proposing a code for conducting such hearings have been buried in committees.

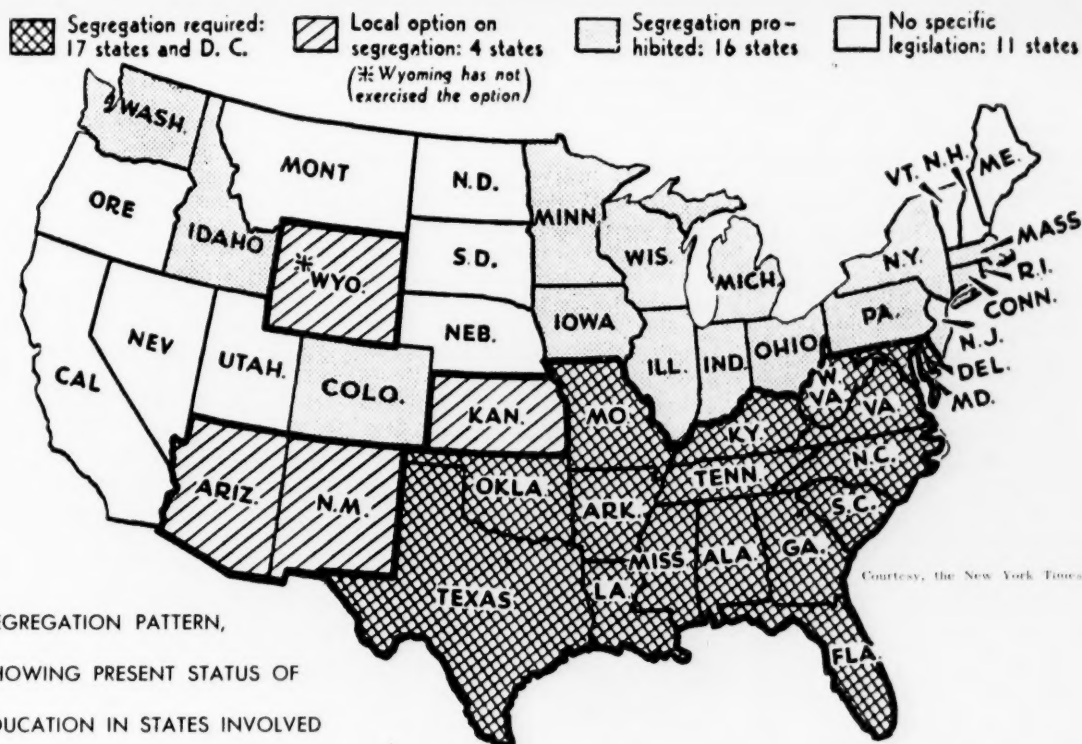
One of the most recent efforts is that of the Senate's so-called liberal bloc of 18 senators, whose bill would—among other things—give an accused man the right to make prompt answer, to face and to cross-examine his accuser, and to call on the committee to subpoena witnesses or documents in his behalf. Being sponsored by the minority political party, the bill will get nowhere unless Republican members agree with their colleague from Connecticut, Sen. Prescott Bush, that "the responsibility rests with the Senate as a whole."

As expressed by a *New York Times* editorial, "both bodies [of Congress] ought to wake up to the truth that their very integrity is at stake. The Republican leadership in both houses owes it to itself as well as to the country to take action on this matter now."

All of which brings us back to the President's bicentennial speech and the suggestion that he start this crusade in his own neighborhood. This recommendation was voiced recently by a Boston lodge of B'nai B'rith in an official resolution expressing the hope that President Eisenhower "will demonstrate further his personal leadership for the establishment of a positive program, designed to reaffirm for all the world to see the democratic ideals of individual liberty and of orderly process of government under the Constitution."

The Editor

The NATION'S SCHOOLS



THE SEGREGATION DECISION

***Its impact on schools as reported
from the South by twelve educators***

THERE are cases yet to be heard by the Supreme Court, action to be debated and passed by state legislatures, orders to be written by state education authorities—but what does the picture look like on Decision Day plus 30?

"Inherently unequal," the Supreme Court said, and skin color is no longer a legitimate basis for placing pupils in this school or that. Segregation, perhaps, because of physical or mental handicap or vocational goal or place of residence but not on the basis of what is commonly known as "race."

The Warren decision on the educational rights of Spottswood Bolling et al. rode the newspaper banner headlines for several days, but the real job of completely equalizing educational opportunities is yet to come.

and the load will be carried by 6800 school administrators of 17 southern and near-southern states. The task will take time, patience and a lot of decision-making skill on the part of these administrators.

The question of "what now" was put to a number of educational leaders in the South in a telegram from *THE NATION'S SCHOOLS*. The responses show some pattern of agreement (with an exception or two, of course).

The agreements run about like this. As far as definite action is concerned, local school administrators expect to sit steady in the boat until word comes from their state department of education, responsibility for schools still being a function of state government.

Waiting for word from the state won't mean inactivity at the local

level, however. Some administrators say they have been planning for more than two years to make the change-over machinery work as smoothly as possible. This process of planning and predicting will be speeded up now that the decision is in.

How are southerners reacting? The phrase most used is "with calm." A general prediction is that less conditioning for change will be required for young people than for adults. School pupils, with fewer years for prejudices to have been cemented, are noticeably less disturbed by the decision and its implications than are their elders.

The reports that follow from close observers of education in the South give a glimpse of what's at hand and what's ahead.

DELAWARE

May be example to other sixteen states in developing orderly processes of race integration

MATTHEW J. PILLARD

Associate Professor of Education, University of Delaware

NEWARK, DEL.—The decision of the United States Supreme Court declaring racial segregation in public schools unconstitutional was not a complete surprise to Delaware.

Two years ago the courts of this state ruled that its "separate but equal" doctrine was being violated. Immediate admission of Negroes to schools in two districts previously attended only by white children was ordered, on the ground that the Negro schools were inferior in several respects. The court added, as a finding of fact, that separate educational facilities are inherently unequal. Immediately thereafter a third district, by its own volition, abolished segregation and admitted Negro children.

The attitude of Delaware residents in general to the federal decree indicates approval and willingness to abide by the law, but it is also a "wait and see" attitude. In this tri-county state the sentiment ranges from guarded enthusiasm in the northern county through cautious acceptance in the central county to reluctant acquiescence in the southern county.

The anticipated degree of initiative toward expediting integration will reflect the range of attitude county by county. This would bear out the experience of recent years during which an increasing number of school activities have transcended racial lines.

The state board of education holds a most strategic position. Its statement of policy on desegregation is awaited anxiously by virtually all local officials prior to further action at the local level. If a forthright policy is announced, many mixed classes will be scheduled next September. If the policy is largely permissive, most local districts are expected to temporize until the federal decrees are issued to implement the recent decision.

Substantially complete integration of adult groups, such as the state and county teacher and P.T.A. organizations, is likely to occur soon. Biracial study groups will abound and their influence on local school officials will generally speed up integration of children. The Delaware State Education Association's special committee on integration has called for "human relations courses in schools for pupils, human relations counsel in each community for citizens, and workshops in each district for parents and teachers."

There will be complex problems such as consolidation of districts, revision of the finance structure, and clarification of personnel policies. Nevertheless, Delaware is expected to follow the desegregation ruling expeditiously, and it may well serve as the model state for its counterparts facing the challenge of establishing a single school system for all citizens.

state attorney general for an opinion as to what the board's legal position is in the light of the decision. In the past the board has been guided by the state constitution, which says: "White and colored persons shall not be taught in the same school." However, Negro students have recently been admitted to the graduate schools of West Virginia University and Marshall College, both state institutions.

Supt. Trent has indicated that there will be little change in the cost of school facilities as a result of the decision, except that "school transportation costs might come down."

Fewer classrooms may be needed in the sparsely settled areas, but Dr. Trent holds that there is little prospect of abandoning school buildings in the

process of eliminating the dual system. He further states that the transfer of well qualified Negro teachers to white schools to replace teachers now serving on low-grade emergency certificates would be within the province of individual county boards of education and that they would probably be guided by public sentiment in their areas.

On May 8 the delegate assembly of the West Virginia Education Association passed without debate and by an overwhelming vote a resolution that the W.V.E.A. merge with its Negro counterpart, the West Virginia State Teachers Association. Executive Secretary Reeder states that education leaders of white and Negro schools have been working together closely for the past several years and anticipates that West Virginia will meet the problem in an orderly and reasonable manner.

VIRGINIA

Plans no changes for 1954-55 school year

H. I. WILLETT

Superintendent, Richmond

RICHMOND, VA.—The reaction in Virginia can best be characterized by a statement from Gov. Thomas B. Stanley calling for "cool heads, calm study, and sound judgment."

The governor has also indicated that early this summer he expects to appoint a special commission to study the problems of reconciling Virginia's educational system to the Supreme Court's ruling that segregation in the public schools is unconstitutional.

The state board of education has sent out the following notice to Virginia superintendents and to chairmen of local school boards:

"In view of the opinion of the attorney general on this day rendered, to which we adhere, the board proclaims the following policy:

"The local boards of education are hereby advised to proceed as at present and for the school session 1954-55 to operate the public schools of this state on the same basis as they are now being operated and as heretofore obtained."

The attitude of local school boards and administrators has been one of general calmness with the expression that any announcement of local plans would have to await decisions on the state level.

WEST VIRGINIA

Hopes classroom shortage will ease in rural areas

RALPH D. PURDY

Marshall College, Huntington

HUNTINGTON, W. VA.—The spirit of cooperation keynotes the attitude of leaders in West Virginia toward the ruling of the Supreme Court concerning segregation. W. W. Trent, superintendent of free schools, states that both races have indicated to him that they would cooperate in complying with the ruling. Governor Marland pledges the state "to do whatever is right and proper."

The state board of education voted unanimously on May 20 to ask the

KENTUCKY

Hear extremists' views, many agree with ruling

RALPH W. CHERRY
Superintendent, Owensboro

OWENSBORO, KY.—No action has been taken in Kentucky at either the state level or the local school district level nor has any specific proposal been advanced in response to the Supreme Court decision on segregation. Statements made by responsible state and school officials indicate, however, that Kentucky will abide by the decision without objection and without any effort at circumvention. So far there has been no report that any public official has suggested any type of rebellion against the decision.

There have been some rather violent objections to the decision from a small number of individuals. There have been two or three cross-burning incidents, but these are believed to be the acts of individuals rather than of any organized groups. The number of complaints about the ruling appears to be relatively small. A substantial number of citizens of both races has expressed some doubt as to the wisdom of the decision, but the majority appears to have accepted the ruling with good grace. Some of our leading citizens have stated that they agree fully with the Supreme Court and can see no other course that could reasonably be pursued in the light of present conditions.

MISSOURI

Will abide fully and implement the decision

HUBERT WHEELER
Commissioner of Education

JEFFERSON CITY, MO.—The state board of education, meeting May 24, surveyed again the Negro school population of the various counties in Missouri. There are 267 schools operated in 216 school districts in our state, enrolling 63,174 Negroes. Negroes attend school in 69 counties and the city of St. Louis. This leaves 45 out of 114 counties in which there is not a single Negro pupil enrolled in school.

Our state board of education has requested an opinion of our state attorney general, asking only one question at the present time, which in

essence is: "May school districts in Missouri abolish segregation now in light of the present decision of the U.S. Supreme Court, the constitution and the statutes of the state of Missouri?" We have been assured of an opinion within 30 days.

It is anticipated that the state of Missouri will abide fully by the laws of the land and will implement the decision of the Supreme Court to the full extent of its jurisdiction.

NORTH CAROLINA

Fears decision may result in state fund-cutting

W. E. ROSENSTENGEL
University of North Carolina

CHAPEL HILL, N.C.—The general reaction noted in North Carolina after the Supreme Court decision on segregation may be described as one of calmness but much concern. The great mass of people is saying little but doing some serious thinking on how to work out the problem. The governor expressed himself the first day by saying he was "terribly disappointed at the decision." Many state officials have refused to comment. The lieutenant governor, presiding officer of the state senate and chairman of the state board

of education, was hopeful that North Carolina would be unemotional about the problem.

A professor who has been in North Carolina all of his life said that he knew the decision was a Christian and democratic thing to do but that the implementation was a different problem. In talking to two farmers who were brothers-in-law, I got opposite opinions. One said that the people should think seriously about their actions and try to solve the problem in the best possible manner. The other one said that it could not be done and his child would never ride in a school bus with Negroes.

The governor called a meeting of state officials, including the state superintendent of public instruction, to discuss the problem on May 25. No decisions were reached except that further conferences would be held from time to time to study the problem.

Some educational leaders fear that desegregation may be an excuse for lowering the educational standards of the state. Some fear that those politicians who hate to vote money for schools might use the decision as a scapegoat for reducing state support and such action might lead to a poorer public school system and the establishment of many private schools.

From Edward R. Murrow's

SEE IT NOW

Our greatest need at the moment is level headedness. Whites of the South should not panic. Negroes should not whet their impatience. It is impossible for the South to turn back the clock and undo the injustice that was done to the Negro when he was bought into slavery. We cannot close our eyes to his presence. The matter of educating the Negro is only one facet of the question, but the manner in which we handle it, under the principles of the Constitution, will set the pace for the solution of other phases of the so-called Negro problem. In a day when many nations and races are looking to us for leadership to peace and to freedom, we need reflect in our own country the traditional American virtues of justice and fair

play. All parts of this country, not only the South, should do some real soul searching.—Dave Gillespie, *Gaston Citizen*, Gastonia, N.C.

I don't know exactly how I would feel in the classroom with the white boys there because we have been segregated all the time, but I would like to experience this because all men are created equal, and I think that if we were going to school with the white boys and have equal facilities with them we'd be better students, because we don't know if I am better than they are or they are better than I am. I'd like the experience—see what would happen.—Pupil, *Central High School for Negroes*, Natchitoches, La.

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Greensboro votes to study means of compliance

BENJAMIN L. SMITH
Superintendent, Greensboro

GREENSBORO, N.C.—The reaction in North Carolina to the Supreme Court decision on segregation has included the extremes of jubilation and resentment, but for the most part the announcement has been received with calmness, a recognition of the inevitability of the decision, and a disposition to face a difficult task resolutely and hopefully.

It was expected that the members of the Negro race would be most enthusiastic. While some have exulted over the decision, some have felt it would work to their disadvantage. They say they are not ready for it and do not want integrated schools. While grateful for the recognition, these Negroes acknowledge the problems and are eager, with patience, wisdom, and helpfulness, to cooperate in working them out.

Newspaper editorials have advised acceptance of the inevitable, patience in working out the adjustments, and compliance with the law.

Churches as such have hardly had time to formulate an expression. However, several ministers and a few ministerial associations have taken the position that the decision is "basically right and had to come some time."

The general assembly of the Southern Presbyterian Church in its 94th session at Montreat, N.C., on May 29, voted 236 to 169 to:

"1. Open the doors of its institutions of higher education to all races.

"2. Strongly recommend the same action to synods and presbyteries.

"3. Call on local churches to examine their own life, and practice no discrimination within or without the church."

Probably the most significant action taken by a public body was the enactment the day following the court decision of a resolution by the school board of Greensboro. It took cognizance of the Supreme Court decision, recognized it as the law of the land, and set in motion a study of ways and means of compliance.

The action of the board has been criticised and lauded. It met with the "contempt" of a member of the Guilford County Board of Education who called it a "grandstand play" which "was entirely unnecessary." Citizens have said: "We are proud of our city

and our school officials for giving the world a clear-cut example of Christian democracy in action."

The reaction generally has been a recognition of the inevitable, an acceptance of the decision as law, and a disposition to make an adjustment as early and as wisely as circumstances justify and will permit.

MISSISSIPPI

Awaits order from state advisory committee

K. P. WALKER
Superintendent, Jackson

JACKSON, MISS.—The trauma occasioned in Mississippi by the Supreme Court decision makes it difficult to assay properly the outlook for public education in the state at this time.

Prior to the adjournment of the

state legislature nearly a month ago, a concurrent resolution was adopted providing for the creation of a legal educational advisory committee. A portion of this resolution follows:

"Whereas, in order to preserve and promote the best interests of both races and the public welfare, it is necessary to maintain separate education and separate schools for the white and colored races . . .

"The legal educational advisory committee is hereby established [and] . . . shall formulate a plan or plans of legislation, prepare drafts of suggested laws, and recommend courses of action for consideration by the legislature whereby the state may, by taxation or otherwise, provide education and/or assistance in obtaining education for all of its citizens consistent with the provisions of the Constitution of the United States and the constitution of the state of Mississippi."

OKLAHOMA

Awaits clarification of present state laws and more details from U.S. Supreme Court

J. CHESTER SWANSON
Superintendent, Oklahoma City

OKLAHOMA CITY, OKLA.—The public schools of Oklahoma City are fortunate in that, since Oklahoma became a state, the Negro and white schools have been financed separately. The Negro schools have been financed as well as or better than white schools.

Negro and white school employees have been on the same salary schedule, based on training and experience, and thus the Negroes and whites have enjoyed an equal financial status. In Oklahoma City for many years the average Negro teacher's salary has been greater than that of the average white teacher.

In recent years segregation has been eliminated in some of our civic auditoriums and in some recreational, entertainment and religious meetings.

The school administration here has been studying the problems that would result from abandoning segregation and has worked with plans for placing boundaries between Negro and white schools just as they have been placed between the various white schools. This would place some white children within the attendance area of a largely Negro school and some Negro children within the attendance area of a largely white school.

We plan to allow Negro children in a predominantly white area to transfer to a Negro school if they so desire. (We have reason to believe that many will desire such a transfer.) We also plan to allow white children to transfer from a school that is largely Negro to other schools to the extent that existing school facilities will permit.

Actually, from the administrative standpoint, we have been placed between the state constitution and laws that require separate schools and a Supreme Court decision stating that there shall not be separate schools. Until some interpretation from the attorney general or more details from the Supreme Court are available, the existing practices in the Oklahoma City schools will not be changed.

State educational leaders are working with legislative leaders in order that proper legislation can be developed that will alleviate the present conflict in laws and practices. The governor of Oklahoma was requested to call a special session of the legislature. He refused. As the legislature will convene in January 1955, however, there probably will be sufficient time to solve legal difficulties before the conclusion of another school year.

TEXAS

Sees greater need for citizens advisory groups representing leadership from both races

E. N. DENNARD

Superintendent, Waco

WACO, TEX.—Texans, generally, are reacting calmly, sanely and cautiously, with no evident disposition to defy the Supreme Court's decision to eliminate segregation in the public schools. Most public school teachers, administrators and board members were aware of pending cases in the Supreme Court relative to segregation, and apparently they were not too surprised by the decision.

Some response has been observed which would indicate that some of the people of Texas do not understand the full impact of the decision and think that local school officials can still determine whether we shall have racial segregation or not.

In discussing the matter with both white and Negro leaders of this community, I find that they are almost unanimous in their opinion that a transition period whereby changes can be made in several steps is highly desirable and advisable. In fact, many fear that the "eager-beavers" or the crusaders might capsize the boat. I doubt if school administrators of Texas have ever faced a problem so requiring assistance from citizenship committees or organizations representing all of the races.

A decided improvement in racial relationships has been noted in Texas in recent years which can be attributed in the main to (1) an honest and conscientious effort to equalize the educa-

tional facilities; (2) equalized salary schedules and working conditions for school personnel; (3) joint participation of all races in planning school programs and in school-community activities; (4) teaching in schools and churches of the fundamentals of human relationships—respect for racial and religious differences, and human brotherhood.

An amendment to the Texas constitution requiring separate schools for white and colored must be abrogated by vote of the people or declaration of its unconstitutionality by the state's court before we can go far in the actual mechanics of making the change in our school program. In our particular school district teachers, supervisors and administrators of all races have been requested to discuss the Supreme Court's decision with the pupils in an intelligent, sane, cautious and quiet manner. As you would expect, we are finding little racial prejudice among the school youth. Since prejudices are acquired, this is probably the case all over the South.

Fears private school growth, jobless teachers

W. T. WHITE

Superintendent, Dallas

DALLAS, TEX.—The white citizens in Dallas are not happy about the Supreme Court's May 17 ruling on

segregation in the schools. As far as I am able to tell, the Negroes are very happy in their schools as they exist now, where they have teachers of their own race and are able to carry on every activity without competition from white students. The Negroes do not expect many changes in building attendance, they advise me, because of segregated communities within the city and a happy school situation.

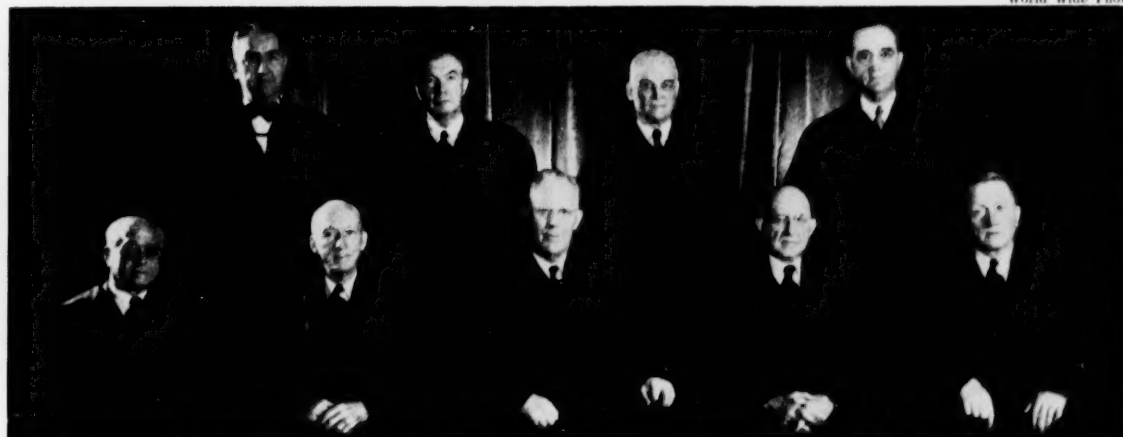
If nonsegregation becomes a reality, I fear a lessening of support for public schools, both in willingness to pay taxes and in enthusiasm for the program. I fear that many citizens of means who formerly sent their children to the public schools would then place them in private schools. Undoubtedly, the opportunities for colored teachers and principals in the schools would be fewer in a non-segregated school system. In other regions, where nonsegregation has been in operation for several generations, Negroes competing for promotion and jobs restricted to their own race are much more successful than Negroes competing with whites are.

We are planning no changes in our operation during 1954-55. The schools in Texas operate pursuant to the constitution under statutes enacted by the legislature. The legislature is the top policy making agency for public schools in Texas. Until this body has spoken pursuant to an amended state constitution or in harmony with the Supreme Court's ruling, we expect no changes in our organization or enrollment practices.

On May 19 I sent a bulletin to the principals, teachers and staff members in Dallas, part of which is quoted here: "Each of us will exercise discretion,

Supreme Court's historic decision outlawing segregation of Negroes in public schools was unanimous.

World Wide Photo



Frankfurter Clark Black Jackson Warren Burton Reed Minton Douglas

Evolution in Judicial Thinking

Supreme Court Decision Establishes Policy but Postpones Decrees for Making It Effective

LEE O. GARBER

Associate Professor of Education
University of Pennsylvania

MONDAY, May 17, 1954, will go down as a momentous day in the annals of legal history. On that day the United States Supreme Court, in a unanimous decision, outlawed segregation in public education.¹ In a ruling involving four cases that had their origins in Kansas, South Carolina, Virginia and Delaware, it overthrew the "separate but equal" doctrine which had been decisive of this matter since it was first accepted by this court in the Plessy case in 1896.²

This decision is noteworthy for several reasons. In the first place, it finally settles a controversial question first

raised some 100 years ago in Massachusetts, in the well known Roberts case.³ In the second place, it appears to mark the culmination of a gradual evolution in judicial thinking in this matter that began with the acceptance of the "separate but equal" doctrine that was implied, at least, in the earliest cases but that was first enunciated by the United States Supreme Court in the Plessy case.

Since its first utterance, it has, apparently, been undergoing a gradual change. At first the courts appeared to be willing to permit educational agencies that violated this principle a

reasonable length of time in which to set their houses in order. Gradually, this judicial attitude was subjected to modification. In 1938 the United States Supreme Court gave evidence of impatience and admitted a Negro to a law school for whites without first warning the state and giving it a reasonable length of time in which to equalize educational opportunities for the two races.⁴

Following this, a few years later (1941), the Supreme Court, in a case that did not involve segregation in public schools, made it clear that it
(Continued on Page 80)

good judgment, and calmness in our anticipation of future developments. A great deal of forbearance and understanding will be required by all the citizens of Dallas as we approach the fulfillment of the court's dictum."

LOUISIANA

Favors positive action to retain segregation

JAMES F. REDMOND

Superintendent, New Orleans

NEW ORLEANS.—New Orleans public schools will continue to operate on a segregated basis until the U.S. Supreme Court issues a specific decree on how the recent decision shall be carried out. This was the unanimous decision of the Orleans Parish school board at its May 31 meeting. The board directed the superintendent to plan the 1954-55 school program on a segregated basis.

A few days earlier, the Louisiana legislature, meeting in Baton Rouge for regular session, went on record as favoring retention of segregation in public schools. The legislature's resolution, drafted by top-level law-

makers, educators and state officials and backed by Gov. Robert F. Kennon, called for positive action to maintain segregated schools and termed the Supreme Court decision "intolerant, impractical and unenforceable."

Since then, several bills have been introduced to maintain segregation, some to permit state and local financial aid to private schools, others to require officials to designate the school each child must attend.

Negro leaders have appointed a nine-man committee to work with state authorities in putting the segregation ruling into effect. They believe the legislature's action can do no more than delay integration briefly. Some predict integration will be accomplished within three years.

Said E. A. Johnson, president of Louisiana N.A.A.C.P.: "We realize that it is a problem, and we think that by getting together and talking it over we can smooth some of the rough spots. We want to negotiate in good faith, but we don't want to be sucked into any attempt to circumvent the court's ruling."

The Supreme Court's ruling was officially approved by the archdiocesan school board, representing large Catho-

lic school systems in southern Louisiana. The board's statement said:

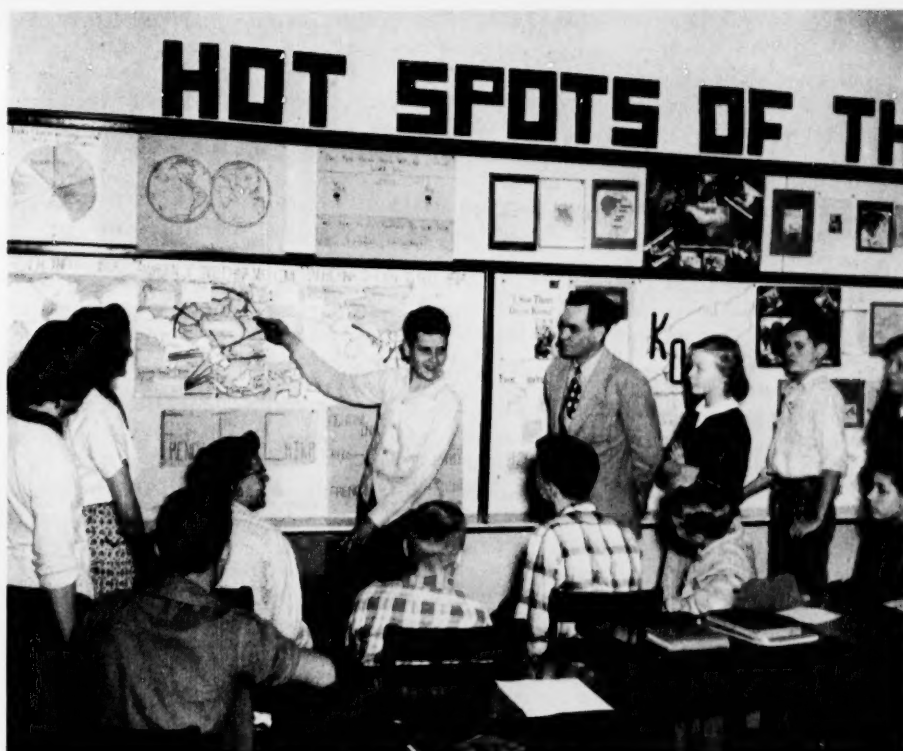
"We recognize and fully approve the decision of the Supreme Court on this important question of nonsegregation of Negro and white races in education."

Albert W. Dent, president of Dillard University for Negroes: "It is further evidence that our American brand of democracy is the finest design for living known to men and women who cherish freedom and believe in the rights of the individual. Some localities will move faster than others in effecting the change, but I do not believe there will be real resistance. We will follow this edict in an orderly and necessarily time consuming manner while the better thinking people of the area work out together the necessary desirable steps."

J. Stewart Slack, chairman of the Louisiana State University board of supervisors: "I'm certainly disappointed with the ruling. But if I got on the housetop and made a speech, it probably wouldn't do any good. It's very wrong, but what can you do about it?"

See Page 100 for news of effect of decision in other southern states.

A social studies class learns about the "hot spots of the world." These pupils are eighth graders in the Plandome Grade School at Manhasset, N.Y.



What one school system is doing about

Subversion and Charges of Subversion

RAYMOND L. COLLINS

*Superintendent of Schools
Manhasset, N.Y.*

POLITICAL tensions of our day have managed to affect almost every public school system in America in one way or another. Delegations come to call, books are questioned, and words and deeds of teachers get a good going over.

What can the superintendent do about all this?

In Manhasset, N.Y., we decided a board policy—clearly stated, carefully conceived and widely publicized—was the answer. The policy was introduced with the following statement:

"Pressures of national and international tension have created a concern in the minds of the public with respect to citizenship education as it is

being carried out in our public school. The following statement of policy by the board of education is being released to answer the questions of the community concerning this subject. It is the result of many months of serious thinking on the part of members of the board and the staff who share the community's concern for this problem."

The board of education then expressed its "beliefs and principles . . . with respect to its professional personnel, its supervision of instruction, purchase and use of books and other materials of instruction, and the citizenship training of students."

The board's determination to reconsider its policies and report them to

the public was based, in part, upon two incidents. In 1951 a vote was taken to provide additional school facilities for junior-senior high school students. A large number of people voted against the proposal largely because of their doubts about the ideals, objectives and policies of the public school system. The following year a lively contest for the board of education was based to some extent on the fear of spending too much money for schools in days of insecurity.

Work on the policy statement began with the preparation, by the librarians, of an initial report concerning the purchase and use of books and instructional material. Individual board

members prepared statements of policy, and I also wrote a policy statement.

After basic concepts were agreed upon, it was decided that a staff committee should work with me in synthesizing all of the suggestions made by board and staff members. Policies were discussed at individual school faculty meetings and at a general faculty meeting. All suggestions were incorporated in one manuscript.

Then the committee met twice with the board of education to complete the document. In its finished form the statement outlines not only principles governing the broad area of citizenship education but also practices relating to the selection of teachers and instructional materials.

Before it was released for publication the policy was explained to and discussed with the leaders of 20 important community organizations. The reaction of these leading citizens was extremely encouraging. Then the policy was presented to the members of the School Community Association in the course of a panel discussion on various subjects of community interest relating to the public schools. Again there was unmistakable evidence that both parents and students endorsed the policy.

RESULTS OF PUBLISHING POLICY

The net results of the publication of the policy were: Community leaders were reassured upon learning about the work of the board of education in this important area; staff morale was strengthened by the knowledge that the board and teachers shared common objectives in the development of democratic ideals; the board was gratified that the adopted policy was accepted by the community and the professional staff.

A summary of the policy follows:

1. It is the task of the Manhasset public schools to foster an intelligent support of democratic principles and to further the practice of those principles in daily living. We oppose all enemies of human freedom.

2. We attempt to employ the finest available teachers of unquestionable loyalty to American principles. We do not believe that a member or supporter of the Communist party has any place in the schools of Manhasset.

3. The best teaching of American principles occurs in an atmosphere of respect for freedom. We want teachers who, as citizens, have independence and the courage to speak their own

convictions. Teachers without courage can teach only fear.

4. The best guarantee against subversive teaching is a free interchange of ideas and views among teachers, pupils and citizens.

(The best illustration of this point is the democratic administration of our schools, with principals, teachers, students and citizens working together on educational philosophy and policy. Representatives of the teachers' council, the student council, and the parents' advisory committee work together in effecting curriculum improvement and establishing school policies. We feel that it would be difficult in such an atmosphere of free exchange for a subversive to inject his ideas.)

5. We believe that our textbooks and materials of instruction are the best available. What is "subversive" may be a matter of opinion rather than fact. However, all books and materials are screened to prevent, insofar as possible, the purchase or use of any material camouflaged as to source or intent.

(We endeavor to prevent the purchase and use of books in which authors supposedly write harmless fiction stories but weave into the texts totalitarian ideas and subtle criticisms of democracy. Social study and English teachers, together with librarians, are particularly on the alert for this kind of material. Only recently a book of this type was discovered in the library. It was taken from the shelves upon the recommendation of a committee of teachers.)

6. We recognize our responsibility for training future citizens in a world

deeply troubled by communism. Our young people must be trained to identify, understand and resist the clever material and methods of the agents of despotism. In order to accomplish this it is essential to use as examples some books and materials that are critical of or even opposed to democratic principles and the government of the United States.

(We purchase material that is written by authentic Communist authors, that is clearly labeled, and that specifically expounds the Communist point of view. An example of this is the "Communist Manifesto.")

7. It is our belief that a student who has completed this program will understand and appreciate the principles on which democracy rests, the sacrifices that attended the birth of human freedom, and the necessity for eternal vigilance. We believe, further, that our students will have been provided opportunities to acquire the knowledge and understanding necessary to recognize despotism in any of its many forms.

TWO INCIDENTS

Among the incidents that have been dealt with under the provisions of the board of education policy are these two:

New York newspapers published testimony by the author of a Foreign Policy Association pamphlet, published in 1946, dealing with China. The newspaper accounts indicated that the author, in addition to refusing to answer questions about his own presumed Communist affiliations, similarly refused to tell whether he

These board members adopted Manhasset's policy on citizenship education.





Pupils study current affairs through the radio, newspapers and magazines.

supported this country's position in Korea or Red China's position.

The pamphlet was being used in our library. The head of the social studies department discussed with other members of the staff the application in this case of the board's policy in regard to the selection of auxiliary materials of instruction.

The content of the pamphlet was somewhat critical of the Nationalist Chinese government and mildly complimentary to the Yen-an Communists. In the light of the author's testimony, it was possible to see some weighting of the evidence. However, staff members did not feel that they were able to detect a "Communist" line. As the pamphlet was not suitable as an instrument for teaching the children the subtleties of Communist propaganda and as the authenticity of its contents had been shown to be doubtful, our course was clear. We had no use for the pamphlet.

The second incident dealt with employment of professional personnel. During the spring of 1953 some thirty new teachers were employed by the school district. Each of these persons

was the most successful in his area of work of a group of candidates that in some instances exceeded 100 applicants for a single position.

In July rumors started in the community that "a Communist had been employed," that "a teacher who had written for Communist newspapers had been hired by the public schools," that "this same teacher had been fired from one position and was about to be fired from another when we hired him."

SOURCE DETERMINED

By a lengthy process of asking each person formally and officially, "Who told you?" we were able to determine the single original source of this in our community. From this person the rumor was traced to the town in which the accused teacher formerly lived and to the person who originated the stories out of the malicious political gossip of a neighborhood.

Meanwhile a thorough examination of the teacher's employment file completely refuted each item in the rumor. The man has never been fired. He was given or wanted for administrative

advancement in each of the districts in which he had been employed. His literary efforts had been confined to articles suitable for trade magazines in the ladies' wear field. This writing, incidentally, was part-time college employment and contained nothing more subversive than women's girdles. He had been honorably discharged from the submarine service in the navy following World War II. A happily married father of three children, he is known among his immediate neighbors as an unusually serious church worker.

The school files now contain a signed letter from the original source of rumors to the board of education completely denying the entire substance of the rumors. When the local purveyors of gossip about the teacher were informed about the facts by leading citizens of the community to whom the board had given the information acquired, the rumors about the man ceased.

A significant by-product of this affair was the reaffirmation of faith in the schools, the teachers, and the board by all who knew what had happened.

To Teach Truth and Virtue Is Not Subversive

JAMES M. SPINNING

Superintendent of Schools, Rochester, N.Y.

*It's awful to be an example,
but it's more awful
to be an awful example.*

*It's not enough to know
a cypraeid from a crustacean
if you don't know
a good man from a charlatan.*

*Youth needs heroes.
In history classes I suggest
more attention to the elements
of bigness in men.*

*Help young people
not only to become leaders
but to recognize and prefer
wise and just leaders.*

*Each class can frame anew
the obligations our freedom
confers; i.e. to study the truth.*

*When we are teaching literature,
let the author have his say;
his purpose should govern.*

*Really to understand people,
we must go through the processes
by which understanding comes.*

CONFIDENTIALLY, I'm not so worried about Joe McCarthy. It's us—the American people—that I'm worried about. We are so violently divided in our judgment of him, with a large segment of us supporting the theory that the ends which he proclaims justify any means, even his.

How is it that so many of us give votes and credence to the Just Ain't So Stories of the demagogues? To all the welter of words and views to which we have been exposed in the press and on radio, there is now added the special power of television. This newer force is so potent to enthrall mind and emotion that men must be grounded and steadied as never before in that which is true and honorable and of good report.

William James said that the sole object of a college education is to enable a person to know a good man when he sees one, and he made a good case for this thesis. I'm not sure that this might not well be a principal goal, though hardly an all-inclusive one, for a high school education. For our local, our national, and—increasingly—our world life depend upon our knowing how to recognize good men and how to elect them to office.

Such a purpose in the secondary school curriculum would be immeasurably aided if the voting age were lowered to 18. There is nothing like responsibility for creating a sense of responsibility. American youths rise to meet that sort of challenge. So do American teachers. Nothing would give our teachers a greater feeling of their responsibility to lead young people to recognize a good man when they see or hear one than the thought that next year—not three years after next, but next year—their high school

seniors would be taking the sacrament of the ballot. Then high school graduation would really be commencement, the commencement of full civic responsibility, and the exercises would be a consecration thereof.

Whether the voting age is lowered or not, there is still the job of helping young people, according to their capacities, not only to become leaders but to recognize and prefer the qualities that make a wise and just leader. The elements for this are all in the curriculum and so, to a certain extent, are the angles. What we need is a new or a greater emphasis—and emphasis tends to shift as we become more conscious of need and purpose.

TRUTH TEST

"Paul," said I the other day to our director of curriculum, "how are we helping youngsters to put to the truth test the statements they read and hear? How are we shaping our students so that they can differentiate between a good man and a demagogue? Are we strengthening those elements of our curriculum that strengthen our republic?"

Paul started first with our mathematics and science courses. He gave me chapter and verse in our own geometry syllabus and in the state course. Yes, here were examples and problems that stressed the importance in nonmathematical areas of *defining the problem*, of *defining the terms*, of understanding the significance of *assumptions*, of applying the tests of the *sylogism*, of finding the weakness of arguing from *analogy*. Here were pertinent discussions of *converse and inverse*, the fallacy of *reasoning from special cases*, the perils of *sweeping generalizations*, the rat race of *circular reasoning*—all of these.

However, I noted that this part of the course was scheduled only for the

Adapted from an address to the New York State Association for Supervision and Curriculum Development, May 10.

Our citizenship teaching now requires serious toying with the syllogism.

top 20 per cent, and it's not their votes that make me worry about our nation. Besides, in these days many of our boys and girls don't study any geometry at all. Maybe we need a course of purely nonmathematical geometry.

So it is with science. Here is opportunity to give a start in applying the scientific method to areas not usually counted as scientific. Do we use it? It's in the book. Should we not make a five-star matter of insisting on sufficient data to support a generalization, whether it's in the mineral or the political world? And, having improved our premises, should we not show the importance of a sound basis for deduction from accepted generalizations? Can we not do the beginnings of this even in our general science courses, even though we must leave a study of statistics for our advanced science and our higher mathematics?

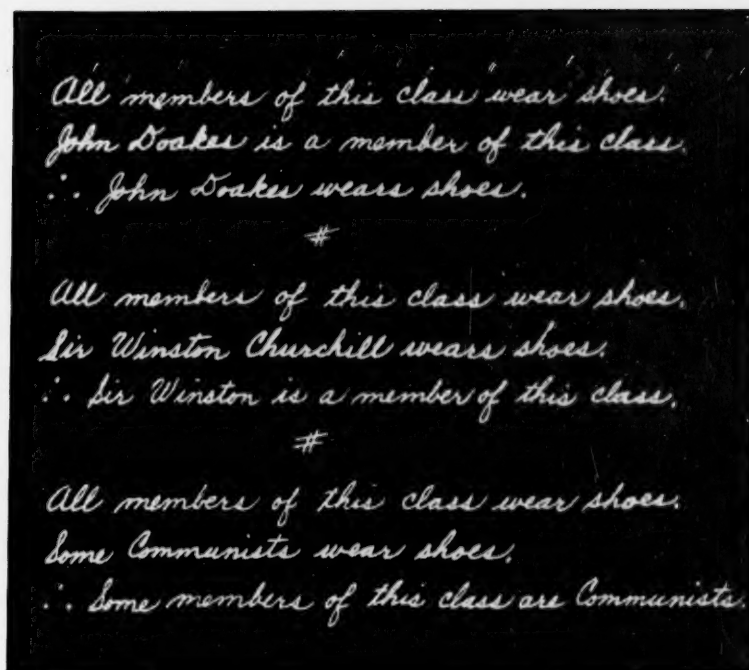
It is not enough to know a cypriote if you don't know how you know, or if can't tell a good man from a charlatan.

The same elements of logic, of distinguishing the like from the unlike, belong in our composition classes, our rudimentary semantics. Here, too, as we try to write expositions and arguments, there should be much serious toying with the syllogism. Examples are shown at the top of this page.

From even such elementary explorations we can at least realize there is such a subject as logic, that there are some tests for thinking.

Pupils alerted, because their teachers are alerted, to the need for straight thinking can do a better job, we must believe, in assessing the brainpower of those who would be their leaders.

It is in the citizenship courses that we should expect to find the criteria for judging who would or should lead public thinking. I suggest:



1. More attention to the biographical side of history. We might well escape from the debunking trend and stress the elements of bigness in men—devotion to principle, willingness to sacrifice personal ambition, the high virtues of courage and compassion, the constructive as opposed to the destructive drive. Youth needs heroes, needs to know there have been and are men who generously pursue something besides a golf ball or a fast buck.

2. Making plain the passion the Founding Fathers had for new achievement, their unwillingness to accept all of the old, their forward look, their refusal to take second best. After all we were born free. George Washington had some conservative instincts, but he wasn't a Tory, was he? I take heart not only from the strong stand which Richard L. Bowditch, president of the United States Chamber of Commerce, has taken on behalf of the public schools but most particularly from that part of his message which reads:

"This nation was conceived and rose to world leadership on the ideas of nonconformists and freewheelers, of men and women of integrity and wide vision, of individuals with bold, far-reaching minds, who insisted on crossing the frontiers of the unknown. They dared to disagree on many things, but our country and our culture are infinitely richer and stronger for their challenge."

3. The framing anew by each class of the obligation that our freedoms confer—for example, the obligation that the right of free speech in honor imposes on us—to speak truth; to avoid bluster, brag and blab; not to gossip or to slander; to study the truth that we may speak it accurately.

4. Some study of practical politics—how people actually get nominated and elected; the place for legitimate compromise. We school administrators should read again T. V. Smith on the function the politician must perform as a peace-maker and accomplisher while the doctrinaires glare at one another and self-righteously abstain. We should read in the May 1954 *Harper's* the cost and coil of running for office as told by Henry Poore.

5. At least some small attention to our court procedures and the rules of evidence, a subject concerning which we adults are all too ignorant. At the present moment these matters seem anything but immaterial, incompetent and irrelevant.

6. Examination, for those who want an excellent pronouncement on the teaching of controversial issues, of a document called "An Educational Platform," as developed by the school superintendents of the larger cities. It puts the index finger just where it belongs, not on the right of the teacher to instruct but on the right of the student to know and to know all sides.

7. A good hard look at our punch-board technic for testing in the social studies. Stubbornly I hold that we have overdone a good thing. Let us look once more to see whether our scientific testing in history and citizenship, as well as in other fields, is not in substantial measure defeating the purpose of our instruction. I cannot see that our test approach encourages pupils to organize their thinking about the subjects they study.

In the social studies area, let's not forget this year's A.A.S.A. yearbook, "Education for Citizenship."

UNDERSTANDING PEOPLE

Now ponder this. Short of a lifetime among people, the small and the great, the supreme avenue to the understanding of men and of motives is found in the literature of our race. Here in the great novels and plays that are our heritage is the analysis of the springs of action and of character that should enable us to find the touchstones of virtue and to know the ingredients of a good man. We can find these touchstones in Hardy and Hawthorne and Howells and Hemingway, in Conrad and Galsworthy and Maugham, in Alan Paton and John Hershey. Here through the eyes of great observers, great reflectors, great intuitionists, we can get close to what essentially man is, his nobilities, his weaknesses, his frustrations. We can begin to understand what makes him tick and what makes him frequently go bong.

We shall do well to put our chief reliance on the really Big Time performers. This we can do, if we ourselves truly know the Big Time and if we are able to forget the stodginess done on us in our high school days in the name of literature. May I venture the opinion that it is in the Old Testament, in Shakespeare, and in Milton that we find the best not only for the justifying of the ways of God to man but for the understanding of the interrelations of human deeds and human minds and emotions.

Let's stick with Shakespeare. In his mature tragedies the characters are not just the simple good guys and bad guys of the comic strips. They are complex flesh and blood persons, fallible persons. And always as they are revealed there are emotion and motive, significance and consequence.

Yet I have heard it said even by some teachers that Shakespeare is too antiquated for our day. Well, I found

him going strong last week in the cinema, a medium he would have loved. To get the best for our purpose we must go to the best. In Shakespeare's plays there is the greatest insight into human nature to be found until, let's say, our modern psychiatrists find the time and the talent to write great literature. In "Hamlet" and "Macbeth," in "King Lear" and "Othello," in "Julius Caesar" and "Coriolanus" elements of baseness and of nobleness are best illuminated, and here they may best be explored. What a play Shakespeare would make of Hitler or Mussolini or Eva Peron!

How I wish that I might in these days be reading "Julius Caesar" with a class and seeing with them the motion picture version! Here are all the facets of the little man and the big man revealed. Here are the mob psychology, the ebb and flow of aspiration and ambition and despair. Here amid the disorder of events are essential and eternal principles.

And when we are teaching literature, let's let the literature do the teaching. Let's let the author say what he is saying. I know the tendency of teachers unconsciously to slant their teaching of literature to what they themselves see in a given piece. We may have our purpose in selecting this or that to be read. From then on, if the author's powers are greater than ours, it is his purpose, not ours, that should govern.

CHECK LISTS AREN'T ENOUGH

Am I on the vague side here? I'm trying to indicate that the short cuts of precepts and check lists aren't enough; that really to understand people we must go through the processes by which understanding comes, must make the journey ourselves.

Our school administrators and guidance officers, perhaps a bit too full of those college courses in counseling that stress the nondirective, need to make a clear distinction between those of a student's choices that affect only his own fortunes and those that affect the rights and lives of others. Let's not get so squeamishly nondirective that we let youngsters think the choice between good and evil, between right and wrong, is equally sound just as long as they make it themselves. The way is often far from clear, the choice is hard—but it's not a matter of indifference or of mere mild regret when a lad chooses the ignoble way. The rest of the world, from Pop and

Mom to the straw boss and the American Legion and the D.A.R., is not so reserved about giving directives. Now, of course, teachers should not be petty judges or paraders of their own virtue. They can, however, give direction, if not directives. At any rate, telling children where to get on is better than just telling them where to get off.

HOMAGE TO "SMART OPERATOR"

What disturbs me most about some current attitudes that have impact on young people is the homage, often amused, often envious, but nevertheless homage, which so many of us pay to the "smart operator." We may know the difference between a fast worker and an honest man, but our sense of values is not keen enough to generate the intelligent and seemingly anger that corruption should rate. We can hardly expect that God will be concerned to have decency triumph in our affairs if we are not.

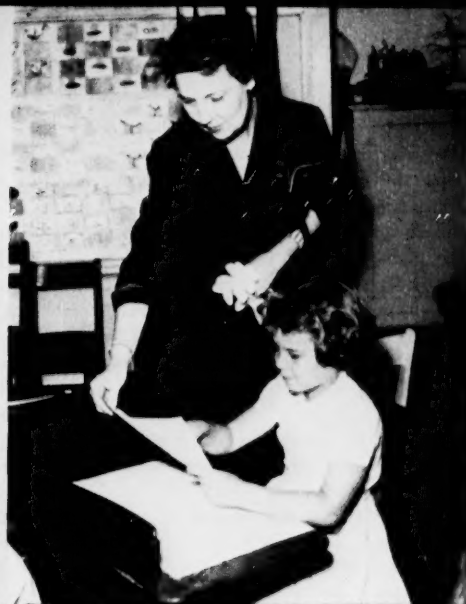
To make for good, teachers must stand openly for good. They should exemplify it. The way to teach character, said Jim Ellenwood, is to have it around the place. Boys and girls seek approbation. They need it and not only from their age peers. The approbation of the scoutmaster meant a lot to boys before they thought they had grown too big for scouting. So should the good opinion of the teacher. Every one of us has come to the time when, confronted with a tough one, he has asked himself what so-and-so would do in his spot. And that so-and-so has often been a teacher, a loved and respected teacher. That's as it should be.

It's awful, I know, to be an example. It's more awful to be an awful example. Can't we promote virtue without talking about our own? Certainly. But we can't promote virtue if we don't have it, or if we think it's too partisan to take sides for virtue, that it's undemocratic or in bad taste to be caught on the side of the angels.

Our corporate life in school, our students' associations and our assemblies, offer frequently neglected opportunities for strengthening school and national and world solidarity. Our student-built codes of honor can be made living things. I know it was so with our old Washington Junior High School code, which put loyalty first and also put it on posters. I know it was measurably so in the high school which took as its slogan: "A Northside student does not lie."

Building Understanding

BELOW: Mrs. Flora Sharp, first grade teacher at the Wilson Elementary School, visits a chemistry class at Classen High School.



ABOVE: Beth West, distributive education teacher at Classen High School, talks with a first grader at Wilson Elementary School.

through interschool visitation

J. CHESTER SWANSON
Superintendent of Schools
Oklahoma City, Okla.

SINCE every teacher in our Oklahoma City public school system is recognized as an authority on education by his or her friends, we felt we should help our principals and teachers to understand the entire school program, in order that they might better interpret our educational philosophy to patrons and community. Although we have more than 1500 teachers in our system, many of them have never observed in other grade levels to see what we are teaching or how instructional methods have changed.

Our first attempt at interschool interpretation was with the elementary school principals. All of these principals were invited to be the guests of the secondary schools and to observe the new classes and methods of instruction. These principals brought

back glowing reports to their teachers, who began to express an eagerness to become informed about the secondary schools.

A committee of teachers and principals was selected to organize a plan for interschool visitation on all three levels. Four senior high, four junior high, and four elementary school teachers were included on this committee, and they were asked to serve as the initial visitation group.

First, the purpose of the visitation program was discussed. The objectives agreed upon were: (1) to find a plan that would increase their own understanding and appreciation of the other two grade levels, and (2) to provide an opportunity for the visiting teachers to report their observations to their colleagues in their own building.

The four elementary teachers visited one-half day in both a junior and a senior high school. Each of the eight secondary teachers observed a half day in an elementary school, and then the junior high teachers spent the afternoon in a senior high school, while the senior high teachers went to a junior high school.

The afternoon following the visitation the teachers met with the superintendent and a committee of principals and administrators for an evaluation of their experiences. The entire staffs of the host schools had proved to be both cordial and helpful. The learning situations had been pleasingly different from the teachers' preconceived ideas. One junior high school teacher said he had taught mathematics for 23 years and had never observed an elementary

class in arithmetic. He was surprised to see the high quality of instruction and said it had changed completely his attitude toward the elementary schools. The elementary teachers enthusiastically accepted and endorsed the vocation program on the secondary level.

Based on the success of these initial interschool visits, the following procedure was adopted by our school system:

1. The program and its purpose were explained at a meeting of all principals.

2. Each school was invited to participate on a volunteer basis.

3. Each school was to select a representative or representatives who wished to visit other schools and who were qualified to give informative reports to their fellow teachers. The number of teachers released simultaneously would be determined by the building principal.

4. Each teacher would visit one-half day on each of the two levels in which he or she was not teaching.

5. Teachers would be absent one day, with their absence being absorbed by the other personnel in their respective buildings, as funds were not available to pay for substitutes.

6. Tuesday, Wednesday and Thursday were selected as visitation days.

7. A card index would be kept for each building inasmuch as teachers would be assigned to visit different schools each year in order to broaden their overview of the entire school system.

8. Different teachers would be selected each year. Over a period of time it would be possible for a small elementary school to have a report on every secondary school in the system, while in a large secondary school only a percentage of teachers could go visiting.

9. Each host school was to be contacted and a date and time were to be selected that would be mutually satisfactory to both schools.

SELECTING HOST SCHOOLS

In selecting the host schools participating, we considered these points:

1. School's size, program of instruction and location (economic area).

2. Different types of buildings so that all kinds of schoolrooms and school activities would be represented.

3. Classes in special education for physically and mentally handicapped.

4. Philosophy of school, as well as program and hospitality of staff.

5. Report on previous visits to building to serve as guide in selecting points of interest for visiting teachers.

6. Requests to visit specific schools.

The way the visitation program is now operating is as follows: From eight to 12 teachers are invited to the administration building at 4 p.m. on the day preceding a visit. The purpose of the visitation program is quickly outlined, and transportation is arranged. The group then is conducted on a tour of the administrative offices. Each department head meets the group and briefly explains the functions of the department and its employees. During the three years our program has been in operation, the relationship between the administration and the schools' personnel has been one of mutual understanding and relaxed confidence. (Groups of P.T.A. members and lay patrons also have standing invitations for a tour through the administration offices any time.)

ORGANIZING VISITATIONS

For others who may be interested in organizing similar interschool visitations, here are suggestions evolving from our experience:

1. Have someone arrange the program who can contact officials at all levels of instruction and preplan the visits.

2. Clear the date for visitation with both host schools and guest schools well in advance—three or four weeks in advance if possible.

3. Send a note to the host school a few days in advance suggesting: (a) a 15 minute briefing by the principal on the philosophy of the school; (b) classes that would be most valuable for an over-all point of view, such as transition classes between levels, counseling programs, and vocational programs; (c) time of arrival, lunch, departure.

4. Send each visiting teacher a reminder form showing the assigned school, where to report, and hours of arrival, lunch and departure.

5. Encourage participation of secondary teachers as much as possible. Seldom do they understand present-day methods of instruction on the elementary level.

6. Keep the program on a voluntary basis without any pressure. Make it a privilege, not a duty.

We have found our exchange of visits to be increasing in popularity. Elementary teachers have endorsed the program with such comments as:

"I was amazed to see the ability of the junior high seventh grade children."

"It was a wonderful opportunity to get a different slant on our school system."

"The day was one of real pleasure, and it gave me an understanding of our high schools. The self-discipline by the students was a revelation."

"My appreciation and understanding of the high school have grown tremendously."

High school teachers have voiced similar enthusiasm with such statements as:

"More time would be advantageous. A teacher should see a whole day's program in the elementary school."

"We were impressed by the teacher-pupil cooperation in the elementary grades, and I especially enjoyed seeing independent work habits developed."

"Every high school teacher should observe a full day in an elementary school and see the outstanding work."

At some of the secondary schools pictures of the elementary teachers were taken, and these were used in the school newspaper.

One of the problems we have not yet overcome is how to cope with the large number of teachers in the secondary schools who cannot be released from duty except one at a time and frequently only one each year. Next year we plan to arrange for the tour of the administration building to start at 3:30 p.m. In a recently circulated, unsigned questionnaire an increase in time allotted to visits was the most frequent suggestion. The privilege of sending visitors each semester was requested by some principals.

SEEING SCHOOLS IN ACTION

Heretofore in our busy school day we have incorporated an opportunity for children to visit innumerable places but not an opportunity for teachers to learn about our own school system. Cooperation with and appreciation of one another can come only through a knowledge and understanding of what and how we are teaching on all grade levels.

It has been our custom to urge parents to observe the schools' program in action when frequently our own school family has been unable to interpret to parents the importance of different phases of our curriculum. We feel that our teachers are better qualified and more enthusiastic educators since they have actually seen our own Oklahoma City schools in action.



If it's kept supplemental

Superintendents Approve Social Security

AS CONGRESS has been moving toward extending social security to include teachers and other state and local employees, it has been doing so apparently with the approval of the nation's school administrators.

Of the superintendents replying to The NATION'S SCHOOLS opinion poll, 79 per cent favored the proposal that social security coverage be extended to include public school employees. All but a mere handful were even more sure that the plan should be supplemental to existing state retirement systems. Replies from such states as Mississippi and Delaware, where some sort of combined plan is already in operation, told of success and widespread approval by school people.

Under the current congressional proposal balloting by people involved in the change will be required. A guarantee will be made that public employees will receive combined benefits under the proposal to supplement existing retirement plans with Old-Age and Survivors Insurance (federal social security) at least equal to the amount of retirement benefits that would have been payable without social security coverage.

Action to date by states has generally followed the example of Virginia. In 1952 its legislature repealed the state retirement system and then, after public employees were taken into social security coverage through state agreement with the federal government, enacted a new state retirement system to

supplement the social security benefits. At the present time teachers in South Dakota are under social security only, while teachers in Mississippi, Virginia, Delaware, Iowa, Oregon and Wyoming are covered by both plans.

Several objections were raised by superintendents answering the opinion poll, but most of them concerned special features of the act rather than the principle of federal social security itself. There was objection to the limitation of earnings after retirement. There was some feeling, too, that social security should be extended only to nonprofessional school employees.

SPECIAL ADVANTAGE

On the other hand, superintendents recognized the special advantage of O.A.S.I. to teachers who move from one state to another. The position was rather strongly held—and backed up by

superintendents representing all states in the nation—that existing state retirement plans should in no way be curtailed or notified that their days are numbered. As one superintendent said, "Let's not give up a thing at the state level we have worked for for so long. Let's remember that what Congress giveth, Congress can take away."

Some superintendents participating in this poll agreed with the National Council on Teacher Retirement, sponsored by the N.E.A., which has taken the position that teachers' future security can best be served by strong and improved state and local retirement systems. But particularly are they adamant that teachers faced with O.A.S.I. coverage should be protected completely from the loss of any vested right in the existing retirement system.

And this seems to be the opinion on social security at this time.

Should social security coverage be extended to public school employees?

Yes 79% No 21%

Should such federal coverage be supplemental to existing retirement plans or a substitute for them?

Supplemental 94%

Substitute 6%

District of Columbia finds that

Teaching Foreign Languages in Elementary Schools Makes Sense

CARL F. HANSEN

*Associate Superintendent of Schools
Washington, D.C.*

TWO factors seem to constitute the strength of the Washington, D.C., system for teaching languages in the grade schools.

Conviction is the first of these, a deep-down belief on the part of the directors of language instruction in the city schools that the time for people to learn another tongue is when they are young, adaptable, unafraid and eager. This is a point of view already well supported by early experimental classes in the Washington public schools and by the practices in many European school systems, for

example, in Denmark, France, Germany and England, where a second language is a definite part of the grade school curriculum.

Even more fundamental—because most people agree childhood is the best time for learning languages—is the belief that other gains, besides some facility in the use of language, will accrue to the child if a general program of instruction in foreign languages is established in the grade schools.

Among these values are cultural enrichment, that is, better preparation

for taking advantage of the ever-increasing flow of communication among peoples and nations; greater respect and appreciation for peoples using a foreign tongue, and a stronger approach to and interest in our native language.

But favorable support for the study of languages is not limited to special teachers and supervisors in this field. The parents of the city's 59,047 elementary children, when given a chance to speak up, supported the proposal to teach foreign languages to the children with surprising enthusiasm.

Listening to records helps fourth graders with Spanish pronunciation.



Fourth graders in the Barnard School in Washington study about some of the Spanish speaking countries.



In May 1952 a questionnaire was sent to the parents of children enrolled in the kindergarten through the sixth grade. In it was this simple statement to be checked:

"_____ As a parent, I would

Yes or No

like my child (or children) to have instruction in a foreign language." (The languages listed were French, German and Spanish.)

In response, 22,663 parents said they wanted their children to be taught a foreign language. Only 110 voted No. One or two of these described the project as un-American.

Conviction about the proposal to offer foreign languages in the elementary schools was deep, broad based, not limited to a few enthusiasts at the forefront of this new movement in American education. Support of this kind is a mighty factor in the success of any undertaking.

To conviction add *realism* as a second characteristic of Washington's approach to the teaching of foreign languages to elementary school children.

As is the case with most large city school systems, the Washington schools have less than enough money to provide adequate basic educational services. How, then, can adding a new program even be considered?

The answer is that resources already available were used. As a result, the present extensive project has not cost the city taxpayers a single extra dollar. And an extra dividend is that, because teachers, supervisors and administrative staff have done and are doing this job themselves, the project seems to

have a greater vitality and strength, even perhaps a greater degree of stability, than if the school district had had the funds to bring in experts to do the job. The old adage that whatever you do for yourself is best done seems to fit here.

From the beginning it was known that whatever languages were taught would have to be taught by the regular classroom teacher. And it had to be understood that systematic, grade-by-grade teaching by experts, that is, professional language teachers, would be out of the question.

TEACHERS GIVEN HELP

To give the regular grade teachers as much help as possible, three things were done.

1. Curriculum materials were prepared by the language specialists in our system, mostly high school and college teachers. They were aided by a number of elementary school supervisors and teachers who kept the material teachable for elementary grades and consistent with methods of instruction characteristic of the elementary level here.

The aim was to put in the hands of regular teachers such simple but practical information that the materials were almost self-teaching.

"A Guide for the Teaching of Spanish," for example, lists simple greetings which the kindergarten teacher may use or which even a sixth grade teacher could use with a group having had no previous instruction in this language. The main thing is that words and expressions to use with the children right there in the classroom are given with-

out grammatical analysis. The doing and using approach is used rather than the linguistic approach. So, even in the kindergarten, pupils and teachers exchange greetings, ask each other how they are, and sing birthday songs, all in accordance with the suggestions in the course of study. The content is actually at the level of everyday living.

In other words, if you want teachers who have only their own college and high school training to draw on to teach French, German or Spanish, give them complete and practical curriculum helps rather than merely generalizations about how and why. Even those who are bilingual, that is, are completely at home in a second language, seem to find the new teaching helps useful.

2. In addition to making curriculum materials available to teachers, the directors of the departments of foreign languages here have set up workshops for elementary teachers wishing to brush up on vocabulary and pronunciation. These are being conducted by high school teachers who are giving their own time for this after-school work. Many elementary teachers have taken advantage of this help.

3. Perhaps one of the most vital helps made available here has come through the medium of television.

For the second year, the Washington Board of Education has collaborated with a local station, WNBW-NBC, in producing lessons in French and Spanish that are received in elementary classrooms by teachers and pupils interested in using this facility.

At 9:30 Wednesday morning of each school week the French lesson



ABOVE: Sixth graders studying French do something about the weather.
BELOW: Fifth graders list the duties of the days of the week in French.

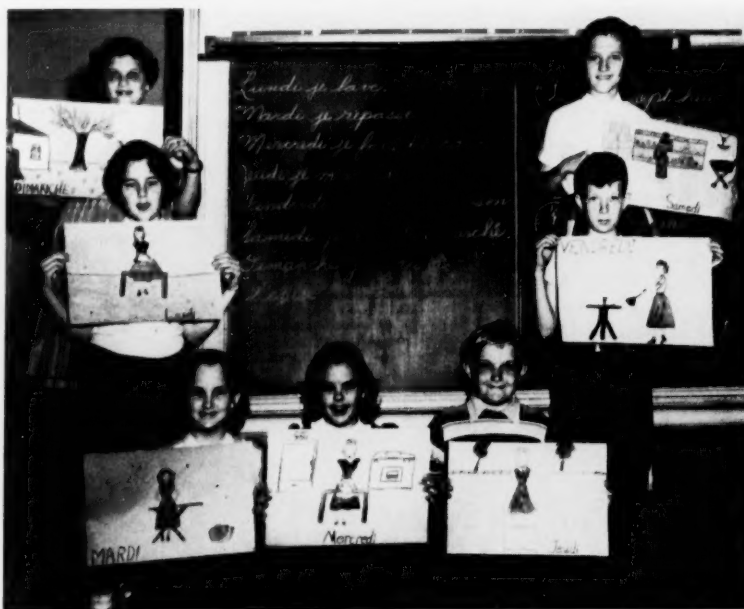
brings within range of the viewing classrooms the impeccable French and the exemplary technics of a master teacher. At the same hour each Thursday another outstanding teacher presents a lesson in Spanish.

The lessons, which are used each week by 92 classes studying French and by 59 classes studying Spanish, are keyed to the curriculum; they supplement, enrich and become springboards for further work by the classroom teacher, as well as furnish a standard by which she can measure her own teaching.

Because the TV lessons are telecast on a regular commercial channel, many parents throughout the Washington area have been seeing the programs at home, as indicated by letters received from them.

This letter from a parent in Annandale, Va., will illustrate the thoughtful interest being shown in TV as a new aid to the teaching of languages:

"May I say," wrote the parent, "we like the Spanish and French lessons you have on Wednesday and Thursday mornings. I hope they will continue during the summer so that the children now in school may benefit. Also I feel we would learn more and faster if we had a script or text so we could practice between lessons and would know what is being said when the teachers don't translate."



To the school child who is home-bound because of an illness or a serious physical impairment, the French and Spanish lessons on television add a new dimension to the day's experience.

"I watch the French program weekly," one such child wrote, "and I think it is wonderful. Miss Kaplan [her visiting teacher] and I go over the lesson

after the program and during the week. My father speaks French, and we have many talks together. I talk to my friends in French. I have taught my 5 year old sister some French."

Two questions are bound to occur. How do you do these lessons? Where do you get the staff members for them? The teaching staff comes from the

classroom. The French teacher who handled the first series with such excellent results is a member of a local teachers college staff. This term a former teacher of French, not an employee of the school district, is teaching the TV lessons without any remuneration whatsoever and is doing a remarkably successful job. The Spanish teacher has a regular schedule of classes in one of the local junior high schools. For these two teachers, as well as for the supervisory personnel helping with the project, the weekly television lessons are a labor of love.

Moreover, the local N.B.C. station furnishes without cost to the school district the time, the facilities and the large production crew needed to get these programs on the air. For the station, too, this project has become a labor of love.

As for the nearly 200 television sets now in use in the District of Columbia elementary schools, most of them were obtained without cost to the taxpayer by parent-teacher associations or were donated by business groups. The largest contribution, 25 TV sets, was installed and is maintained by a radio manufacturer.

ROLL UP YOUR SLEEVES

The point is, where there is a television station available it is entirely possible that a program of this type can be set up with the teaching staff at hand. Directions: Just roll up your sleeves and go to work!

It would be a mistake to leave the impression that a visitor could at any

time walk into any one of the District of Columbia's 1676 elementary classrooms and observe a lesson in a foreign language or even see evidence that such a program is a part of the day's work.

From the start we have been content with half a loaf, even a sixth of a loaf. Teacher use of the new language curriculum was to be voluntary, unqualifiedly so, without the slightest administrative pressure. In the first survey taken in the spring of 1952 before the project started the following September, teachers volunteered to instruct languages in the following numbers: to teach French, 156; Spanish, 132; German, 52. Total: 340, about 20 per cent of the elementary classroom teachers.

SURVEY MADE

A follow-up survey was sent to the teachers in May 1953, after nearly a year of experience with teaching foreign languages in the elementary schools. This study showed that 256 teachers, or about 15 per cent of the total number, were teaching a foreign language to their classes, with a distribution as follows: French, 141 teachers; Spanish, 100; German, 13, and Latin, 2. The same report revealed that 8026 pupils ranging from kindergarten to the sixth grade were receiving instruction in a foreign language.

Against an elementary school enrollment of nearly 60,000, the number of pupils, 8026, being instructed in a foreign language seems rather small. Yet we are encouraged by the response.

We are led to believe that this is a good beginning. We are also of the opinion that even at the present rate of participation most of our pupils will have some experience with one or more foreign languages before they leave the sixth grade of elementary school.

But the gains most important to us, most inspirational and heart-warming, seem to come from reports about children's response to this new experience.

One example from the annual report of a local director of foreign languages must be included here:

"In an occupational class for slow-learning and problem girls, one pupil was enrolled this past winter as a serious behavior problem. The credit for her growth in adjustment goes to a gifted teacher backed by an understanding principal, but in the process French played an important rôle. The class listened to the TV lesson and was given excellent follow-up in the classroom. The girl, enchanted with French, developed an excellent pronunciation. At the graduation exercises she sang French songs with another girl and repeated a sequence learned on TV. By late spring her personal adjustment had so improved that the teacher asked her to take over the class any time the teacher was out of the room."

TWO QUESTIONS ANSWERED

What, in summary, seems to be the answers to these two important questions: Can elementary schools teach foreign languages? Does it make educational sense to do so?

In the Washington schools the answer to the first question is Yes, because foreign languages are now being taught in 256 classrooms to more than 8000 pupils.

As to the second question, the experience here does make sense and is producing significant educational gains. It is valuable for children to have some experience with other languages at an early age. But there are other values of almost equal importance, particularly those having to do with appreciation and human relationships.

It must be said, however, that educators here will be more sure about this experiment — for the project must still be labeled that — after five or six years. All we can be sure of now is that we must continue this work, test the idea to the full extent, and exact from it all that it seems to promise for the common good.

German is the third language being taught in some elementary grades.



These students at West Fulton High School, Atlanta, Ga., registered as voters at the Fulton County courthouse on April 21, 1954. All of the 18 year old students are encouraged to register. Often they go to the courthouse in groups, with their teacher, during school time.



How a social studies program is

Preparing 18 Year Olds to Vote

JESSIE LOWE

*Coordinator of Social Studies
Public Schools, Atlanta, Ga.*

BECAUSE the 18 year old is allowed to vote in Georgia, special attention is given to this phase of citizenship education in Atlanta.

The social studies program of Atlanta's community high schools seeks to develop informed citizens with the understandings, the attitudes, and the skills that will enable them to appreciate the rights and privileges of our democracy. At the same time, we try to give them experiences and ideals that will make them willing and eager to assume the responsibilities that are a part of democracy.

The foundation of the program is laid in the community citizenship course in the eighth grade, the first grade in our community high school setup. A text written especially for this course, "Building Atlanta's Future," is

studied. Here interest is aroused in community problems, cooperative action with adult groups is taken about some of these, and various departments of our city government are studied. Field trips are made to see Atlanta's board of aldermen, the municipal planning board, and similar groups in action. The reading of the daily paper is an important part of the course. A good citizen must keep up with the news.

The student participation program (student government) in many of the schools furnishes information and opportunities that are of value to the prospective voter. Voting machines of the county are used for some student elections. The importance of participation in the election and the need for knowing about the candidates for

whom you are voting are stressed. Assemblies are held, and issues are discussed.

Current events are studied in all social studies classrooms. Students are encouraged to read current periodicals, to listen to news broadcasts, to view television programs about current problems. They are urged to think critically about current affairs and make their own decisions. "Our World Today," a program of the *Atlanta Journal*, has done much to stimulate interest in world affairs. Study and further research on the articles appearing in the newspaper and the weekly televised discussions of students moderated by the *Journal's* editor have been of great value. Many of the older citizens have expressed surprise at the ability high school students have shown in these discussions.

In the 11th grade, in connection with the study of American history, and in the 12th grade, in the problems course, particular emphasis is given to a study of government. Visits are made to the courthouse, the city hall, and the state capitol. Government officials are invited to talk to the classes on the activities of their departments. In the study of government a special unit is given to registration and voting. The 18 year old students are encouraged to register. Often they go in groups with the teacher during school time to register. An enthusiastic teacher reported at the close of the first semester that every one of his eligible students (51) had registered. The class as well as the teacher was proud of this record.

In one school the older students sponsored a drive to get citizens to register. Circulars were printed in their print shop giving information as to how, where and when to register. Data were assembled as to the number of voters. The younger students aided in this project by helping distribute the circulars and by obtaining information about the number of voters not registered. The goal was for each student to get at least one person to register.

This spring the junior chamber of commerce asked the aid of the 12th graders in its registration drive. This "March for Democracy" was planned by students, teachers and Jaycees working together at each school. A specially prepared brochure giving information about registration and voting was distributed to the homes of the community by the seniors. The "march" was made over the entire city at the same time under the supervision of these young men. Television programs with students and the junior chamber members participating urged the citizens to register. Newspapers gave further publicity. This proved a valuable experience for all.

Panel forums, a joint program of the service clubs of Greater Atlanta, have been presented with success this year and have been received with enthusiasm by the high school students. The chairman reported that "in every instance hands were still being raised seeking answers to questions when time had to be called." The students have participated in discussions on the



Grady High School students appeared on WSB-TV with their teacher and Wright Bryan, editor of the *Atlanta Journal*, to discuss world affairs.

Constitution of the United States, opportunities under the free enterprise system, liberty and security, and responsibilities as an American citizen.

At a recent luncheon meeting of one of these clubs, high school seniors discussed their responsibilities of citizenship. One of the club members asked: "How do you think people can be encouraged to vote?" A member of the panel answered: "High school students of Atlanta have distributed to every home pamphlets explaining how to vote and other information. People

don't have too much initiative, and we must wake them up. We young people must get out and show them ourselves, and maybe they will follow our example." Another said: "We should help educate the voters and shame them by voting a higher percentage ourselves."

"WE KNOW THE SCORE"

At this same meeting, another question was: "Do you think students will vote at 18 years of age, and are they inclined to vote as Dad did?" Answer: "I believe that 18 year olds know more about the issues of voting and are more interested in elections and candidates than their parents are. They definitely will and should vote." Another reply: "Some adults think we are carefree and don't know or care what's going on. But we know the score and will not necessarily be influenced by our parents but will perhaps change their minds."

Last year the League of Women Voters had a voting machine installed at the public library. Some 12th grade teachers took their classes to the library, and members of the league instructed them in the method of voting. Other teachers used small model voting machines, supplied by the county government to teach the voters how to use such machines, in their classrooms.

Young people today should be better qualified to vote than ever before. Community citizenship, history, problem courses, and current events can prepare high school students for enlightened citizenship.

To learn how to use voting machines, boys and girls at West Fulton High School voted on machines for candidates for student government offices.



**Every Fourth of July
in this small town**

Parents Have a Field Day

EDWARD W. STEFANIAK

*Teaching Fellow, Boston University School of Education
Formerly Superintendent of Schools
Grand Isle Union School District, Alburg, Vt.*

A GROUP of interested citizens in one Vermont community of 1600 people formed an association in 1951 which set as its objective wholesome recreation for children. To date it has accomplished the following:

1. Purchased and installed outside play equipment at the elementary and high schools.
2. Paid for training playground and swimming instructors.
3. Sponsored a summer playground and swimming program and paid the salaries of the instructors.
4. Built and maintained a skating rink.
5. Sponsored a Little League baseball team.
6. Enlarged the playground to four times its original size.

A LOT OF HARD WORK

All this was accomplished because the community felt the need for it and had a nucleus of interested people. The program of the Alburg Playground Association is financed by the proceeds from the Field Day held on the Fourth of July, suppers and contributions. Its success depends on the willingness of a lot of people to do a lot of hard work.

Alburg, Vt., is a rural community in the Lake Champlain Islands on the Canadian border. There are about 500 residents in the village and about 1100 more living in the town outside the village. The community maintains a small high school, an elementary school, and three rural schools. The people are principally engaged in farming and railroading.

I had been superintendent of schools for eight months when the teachers informed me that the children were

quite troublesome on the playground and they didn't know how to cope with the problem. After considerable discussion we decided to talk with the parents, who came to a meeting at the school. They readily agreed to cooperate with us in eliminating the source of difficulty.

PLAY EQUIPMENT PROVIDED

The conference with the parents, teachers and school board members was extremely fruitful, as the discussion made it clear to all that there was no play equipment and too little room for play. The school board and P.T.A. came to the rescue with funds to provide some play equipment immediately. Improvement came with the purchase of equipment and the provision of supervision on the playground.

However, the spark was kindled, and many parents wanted to see more done with recreation. A young member of the school board approached me one day and said, "Let's put on a big Fourth of July Field Day!" I was taken back by the suggestion but composed myself enough to ask, "What for?" The board member thought that we could make enough money to run a recreation program for the children. We then talked with another civic leader, a former Y.M.C.A. executive and one of the most civic minded men I have ever known. He, too, thought the idea had possibilities.

Our early meetings made it clear that some organization should sponsor the Field Day. We decided that the American Legion was the logical one since the auxiliary had already started a recreation fund for children. Legion members readily agreed to sponsor the event and said they would hire a

"marching band" as their contribution to the parade.

All organizations in town were invited to appoint two representatives to attend regular planning meetings for the Field Day. Attendance was poor, but seven of us met two or three times a month, beginning the first of March. Other representatives attended the last two meetings and assumed responsibilities as the plans unfolded.

Advertising was done over the radio, in theaters, on car bumpers, with posters, and through advance ticket sales. Tickets were sold to adults only, at \$1 each. A ticket entitled the purchaser to attend all Field Day events and gave him membership in the Alburg Playground Association, which became the name of the permanent recreation organization. Businessmen and other interested persons made larger donations, and many people donated food for the supper. The supper was served at a cost which enabled a family of four to eat for \$2. Everything was done to make it possible for families to attend all day at a small cost.

The big day finally came and was a huge success. The morning was devoted to children's events. All participated in games and races and were given prizes. Everything was free for them.

The afternoon program began with a parade of floats and units representing organizations, businesses and individuals. Then came a Little League ball game and one between the fat men and the thin men. Supper was served in the late afternoon, followed by a band concert, movies and a street dance. The day was a success. It has since become an annual affair.

OBJECTIVE: WHOLESOME RECREATION

Accomplishments were heartening. A permanent body, the Alburg Playground Association, was formed. Its objective is "wholesome recreation for children." The provision of equipment and supervised play has resulted in more varied and healthful activities. But, above all, members of a community are working together toward a common goal. As one walks down the street the night before the Fourth, he sees groups decorating floats, making costumes, or putting the finishing touches on bicycles, doll carriages, or tricycles for the parade. All organizations work together, all individuals work together with just one purpose in mind, something better for their community and for their children.

SCHOOLHOUSE PLANNING



Harlem High School, Loves Park, Ill.

Secondary Schools

Low-Cost Structure in Illinois Page 50

Special Homemaking Building Unit in California Page 56

For \$11.50 per square foot

Harlem High School Meets Fourteen Requirements

RAYMOND A. ORPUT

*Raymond A. Orput & Associates, Architects and Engineers
Rockford, Ill.*

From the gymnasium foyer one sees the main building entrance and the library. Doors open from the vestibule into a corridor leading to the school library and to the administrative and academic areas.

THE new Harlem High School located in the greater metropolitan district of Rockford, Ill., presented some challenging problems to the architect. The funds were limited, and the requirements were great. We succeeded in producing a high school plant at a per pupil cost of \$1140, or \$11.50 per square foot, including \$77,000 worth of fixed equipment. Within the total funds available an athletic field was constructed, and expensive shop equipment was purchased as well as completely new equipment for the whole school. About \$20,000 was left over for help in the construction of two new grade schools, which, because of the rapid growth of the community, we are now in the process of building.

With only \$1,150,000 available for the construction, equipping and site improvement for the new Harlem High School, the order was to produce a building to accommodate 825 students in grades 9 to 12, with \$110 value for every \$100 spent. Certain basic decisions had to be made at once. Efficiency had to be the watchword in planning. Since the school was a federally aided project with an extreme

time limit for plan production, no leeway was allowed for inaccuracies of judgment, yet the following requirements had to be met:

1. Maximum expansibility and structural flexibility.
2. Academic wings separated from noisy areas of the building.
3. Publicly used areas arranged so they could be closed off from the rest of the building, in order to maintain disciplinary control.
4. The music suite located for direct access to the stage and also to the athletic drill field.
5. Entrance and parking areas so placed as to provide direct access to adult education and community use areas, with the main entrance serving a dual function, namely, admittance to the academic areas and to the gymnasium-auditorium.
6. Large promenade areas for intermission refreshments in connection with the gymnasium-auditorium.
7. Adequate parking space for community and school functions.
8. Selection of materials that would require minimum maintenance.
9. Gymnasium to seat 2400 spectators, to serve also as a boys' and





Exterior of the Harlem High School is face brick.

girls' physical education unit and an auditorium to seat 3000 persons.

10. Monitor control of 75 per cent of corridor space from a single location.

11. Library located to serve both public and student needs and to be a refreshing center of interest to the school plant.

12. Zone control for heating and ventilation of different areas, as well as individual room controls.

13. A pleasant, dignified and cheerful atmosphere throughout but no frills.

14. Because of ground water conditions, no basement areas; separate service areas to handle incoming and outgoing supplies for both the school proper and the cafeteria.

Skillful structural engineering design and schematic layout were the main features contributing to both the low cost and the beauty of the structure. Notice how the library roof is supported on a single column with radial structural members like an umbrella. This gave economy to an otherwise difficult plan form and also provided a room of unusual beauty.

This is true also of the plan form of the foyer and gymnasium-auditorium. A curved end wall of the gymnasium served to create two valuable features: First, the convex shape of the end wall contributed noticeably to the excellent acoustics for the gymnasium-auditorium. Second, the curvature of the wall enlarged the corridor areas serving the gymnasium-auditorium, making an attractive and efficient foyer, enlarged at the points of greatest traffic and narrowed at the points of least, thus becoming both a functional and an artistic architectural expression of expert design work.

In cost, style, flexibility and curriculum Harlem High School

Fits the Community

C. E. DANNENFELDT

*Superintendent, Harlem Consolidated School District
Loves Park, Ill.*

AT AN early planning meeting of the board of education at the Harlem Consolidated School District No. 122 one of our board members said, "Considering our circumstances, there can be no gold door knobs in our new high school building." This statement expressed the sentiment of the board members and, tempered with reason and judgment, was the central thought during the development of the structure.

The Harlem Consolidated School District is a rapidly growing suburban area adjacent to Rockford, Ill., enrolling 2960 students in 1953-54. As in many suburban areas, the influx of residents for war industry employment resulted in increased residential construction after building controls were diminished and removed about 1945. The effects were an increasing school enrollment, and, as building was chiefly residential, a continually diminishing assessed valuation per pupil. As most of the new homes constructed were

sold to young adults, a high proportion of school age children to adult population has developed.

In 1947 a school building program designed to add 22 new elementary school classrooms in the form of additions to existing schools was initiated. These additions were completed and placed in use in 1949 at a cost of \$425,000 to the district. Late in 1951 it became apparent that more rooms would be needed to house the enrollments expected in September 1952.

The structure then in use for high school purposes was the original school building of the district and had been constructed in 1910. Four additions had been built in subsequent years. The building was small, crowded and no longer suitable for a modern high school program. A decision was made to adapt it for use for Grades 7 and 8 and to construct an entire new high school plant.

At the time that planning was initiated 406 students were enrolled in the



This is an aerial view, from the north, of the Harlem High School at Loves Park, Ill.

high school in Grades 9 to 12 inclusive. As the enrollment in the first three grades averaged 250 pupils, it was evident that the high school enrollment would increase to 600 in five years. The decision to build a high school plant that would accommodate 600 students with alternative bids for additional classrooms was reached, with a further condition that the utilities would be installed to accommodate a 1000 student school. Our desire to project plans for a school 50 per cent larger than currently needed called for many detailed explanations to the voters.

An examination of school building costs revealed that the cost of high school buildings to house 600 students ranged from a million dollars upward. In Illinois the statutory bonded debt limitation for school districts is 5 per cent of the total assessed valuation. When the bonds issued in 1947 were considered, the total amount that could

be raised by bonding the district to the full statutory limitation was \$670,000. At this time an amount of federal money for the construction of school buildings in federally impacted areas became available. Upon application the school district was able to obtain federal assistance in the form of a grant of \$480,000. When this amount was added to the local district bonding capacity, \$1,150,000 was available for the structure.

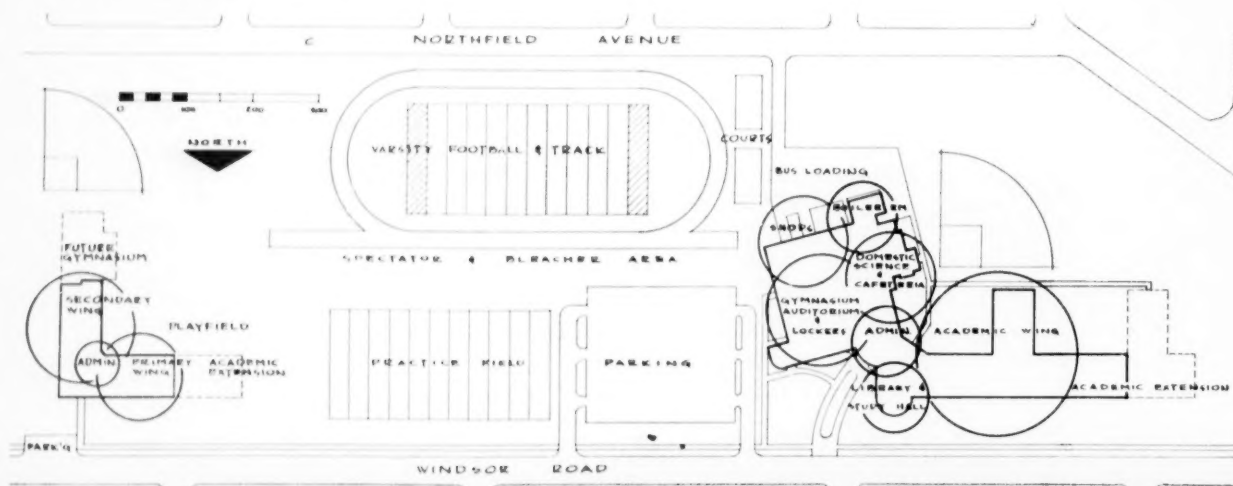
CRITERIA EVOLVED

Up to this point the planning of the building had been in generalities. Considering the money available, the needs, and the district's financial condition, we felt that economy was more important than ever. After a series of meetings the following criteria for planning were evolved: (1) The new structure should bring an improved opportunity for growth to the students and to the community. (2) The struc-

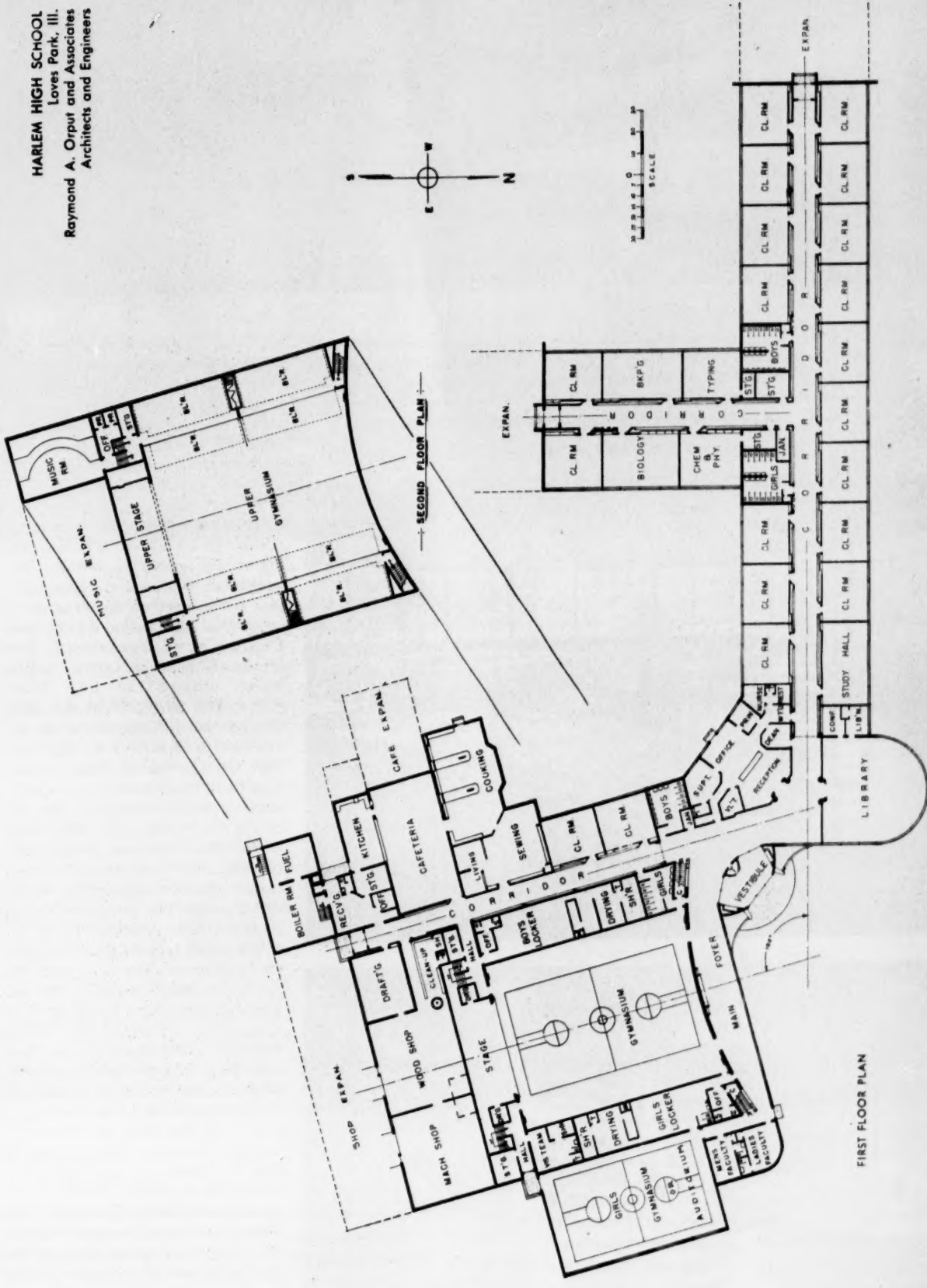
ture should be attractive and harmonious with the other structures of the community. (3) The building must be flexible so that alterations could be made if necessary; expansion in several directions or areas should be feasible, and it should be possible to make such alterations or additions without destroying the architectural symmetry of the building. (4) All possible ways of achieving economies should be used, yet the cost of maintenance and servicing over a period of years should be remembered.

The building offers increased educational opportunities to the students in the following manner: Our curricular offerings have been increased. For example, we now are able to offer four years of industrial arts training and four years of home economics; we are able to satisfy the Illinois requirements for physical education and health, and in the areas of commercial studies and science our equipment and laboratories

Site plan of Harlem High School

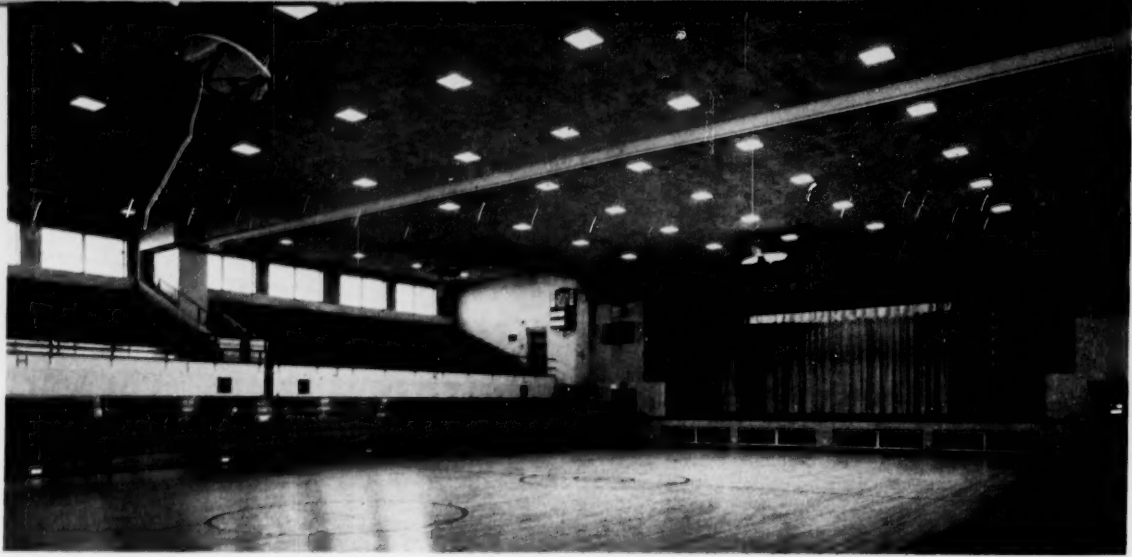


HARLEM HIGH SCHOOL
Loves Park, Ill.
Raymond A. Orput and Associates
Architects and Engineers



FIRST FLOOR PLAN

SECOND FLOOR PLAN



TOP: This room is a gymnasium and an auditorium. It was planned so that both the school and the community can use it. CENTER: The library has natural light in abundance. The room has a single structural column support in the center. BOTTOM: Skillful use of structural columns and plumbing supply line vents resulted in this island treatment of kitchen units.



are suitable for a modern school. The pleasant, well lighted, convenient library is conducive to study and is a comfortable area in which to read books. The morale of our students is improved, and their pride in the new facilities carries over to an increased interest in school.

The community use of the new building and especially the auditorium-gymnasium has resulted in the awakening of new community interests. The auditorium with its fine acoustical balance has brought the winter series of concerts of the Rockford Symphony Orchestra to our school district. Such artists as Wilma Lipp, soprano; Mischa Elman, violinist, and Jorge Bolet, pianist, were delighted with the effects obtained and the reception of an appreciative audience. The fine, clear, high tones of Mischa Elman's violin were heard by all persons in a capacity audience without distortion. The use of the auditorium for many other school events, including games, plays, concerts and programs, has been equally effective in bringing to the school people who previously had no contact with or interest in it.

The houses near the school are principally of the so-called ranch type. The site of the school was quite flat and varied no more than 3 feet in elevation at any point. The decision to build a one-story school resulted from these two factors plus the facts that a one-story structure was less expensive and a large enough area of land was available. The high school structure is attractive, pleasantly designed, and in keeping with the near-by construction.

The criteria of flexibility and expansibility stated earlier have been adequately met in the resultant structure. All inside walls except those of the gymnasium are the nonsupportive cur-



The corridor is wide at the entrance, where traffic is heaviest, and tapers down at the far end, where exits are strategically placed. From the office it is possible to supervise, visually, the gymnasium foyer and the library.

tain type, which can be altered easily to change the interior arrangements. Areas of expansion are possible in five instances. For example, the classroom area can be extended either west or south; a girls' gymnasium can be added to the east of the present gymnasium; the cafeteria, dining room, and kitchen can be extended to the east, and additional shops and a larger music room can be added at a future date. All these additions could be made without destroying the appearance of the building or diminishing the usefulness of the present rooms.

OBTAINING ECONOMY

Ideas were advanced on how an economical structure might be obtained. We had to decide which of the newer materials would save money immediately and if the substitution of less expensive materials would result in savings over a period of years. In some instances alternative bids were taken, and the final judgment was made on the difference in cost. For example, all corridor, foyer, restroom and locker room floors in the building are of ter-

razzo tile. It was considered that the additional expense of terrazzo tile would offset the more expensive maintenance and servicing costs of other materials. Other floors in the building are asphalt tile.

Savings were effected by keeping the classroom ceiling heights at 8 feet 6 inches. The building is quite simple as far as ornamental detail is concerned. Additional savings resulted from the use of a simple heating and ventilating system and from keeping the structure to a single story.

The greatest savings resulted from the concept that space devoted to only occasional use should be eliminated or adapted for other uses. We have arranged for the dual use of a number of rooms and facilities. The decision to build a combination auditorium-gymnasium was preceded by the usual comment that such rooms do not serve either purpose satisfactorily. In this case we believe that proper acoustical treatment has overcome the principal disadvantage of the combination auditorium-gymnasium. A central two-way entrance opens into a radial expanding

corridor which acts as a foyer to the gymnasium-auditorium. With the attendant restrooms, it is separated skillfully from the academic portion of the building. Thus we have gone to no expense for a Friday-Saturday night architectural entrance feature for this important part of the building but use the ordinary academic entrances for all purposes. Thus the community uses the school facilities that are used by the students during the school week, and classroom areas of the buildings are locked off by folding steel gates. Other dual use facilities are the combination study hall-cafeteria dining room and the combination band and choral room.

MINIMIZING DISADVANTAGES

There are disadvantages to utilizing rooms and areas of the school for dual purposes, but, when the need for space is great and the funds are not available, the disadvantages can be minimized by a combination of structural details and careful administration.

The Harlem High School building is serving the needs of the students and the community most satisfactorily. Evidence of our satisfaction is shown in the fact that the school district is now beginning to build two 12 room elementary schools, using a similar design by the same architect.

At Huntington Beach, Calif., girls learn domestic arts in a special

Homemaking Building

GIRLS attending California's Huntington Beach Union High School are given an opportunity to learn the finer points of such domestic arts as cooking, sewing and child care in a building erected expressly for classes in these subjects.

Now in its first year of service, the 6700 square foot facility was designed by Allison and Rible, Los Angeles architects.

The building, which cost \$150,000, is divided into four major rooms, each 30 by 45 feet in area, plus an outdoor covered patio. Two of the major rooms are devoted to instruction in the preparation and serving of foods; another is used for instruction in sewing, and the fourth serves a dual function, housing facilities for training in crafts and in child care.

Each foods room contains a demonstration kitchen for use by the instruc-

tor and six practice kitchens for students. Through the cooperation of local utility companies, only modern kitchen equipment and appliances are used. These are obtained on an exchange basis and are replaced yearly when new models are introduced by manufacturers. The instructor's demonstration kitchen is equipped with a built-in range and oven and a built-in dishwasher. Each student kitchen has a modern range, either gas or electric, and all kitchens have refrigerators, sinks and storage cabinets, simulating as nearly as possible the arrangement and equipment found in modern homes.

SEWING FACILITIES

In the sewing room, students have access to six sewing machines, a like number of ironing boards, and three cutting boards. Adjoining dressing

rooms are equipped with full-length mirrors and grooming facilities. Closets, designed for maximum utility, provide separate drawers for buttons, tapes and other sewing accessories. Special facilities are also available for the storage of pattern books and individual patterns.

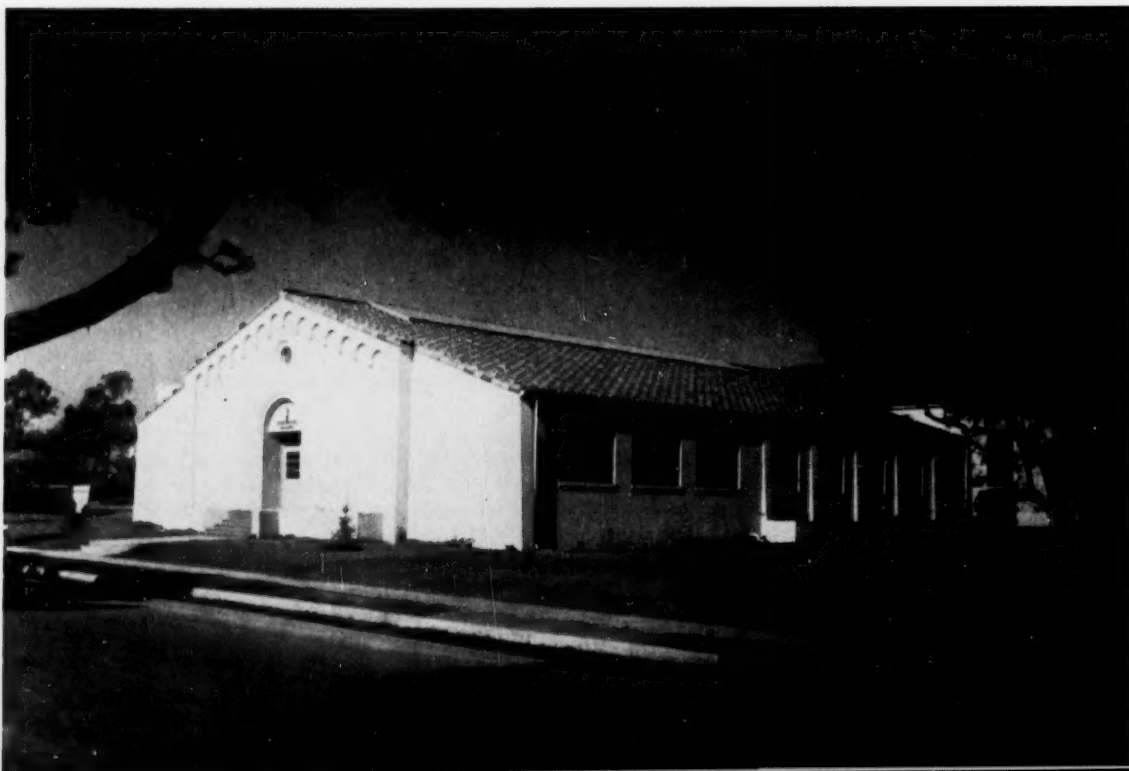
Adjacent to the sewing room is a practice laundry for students' use.

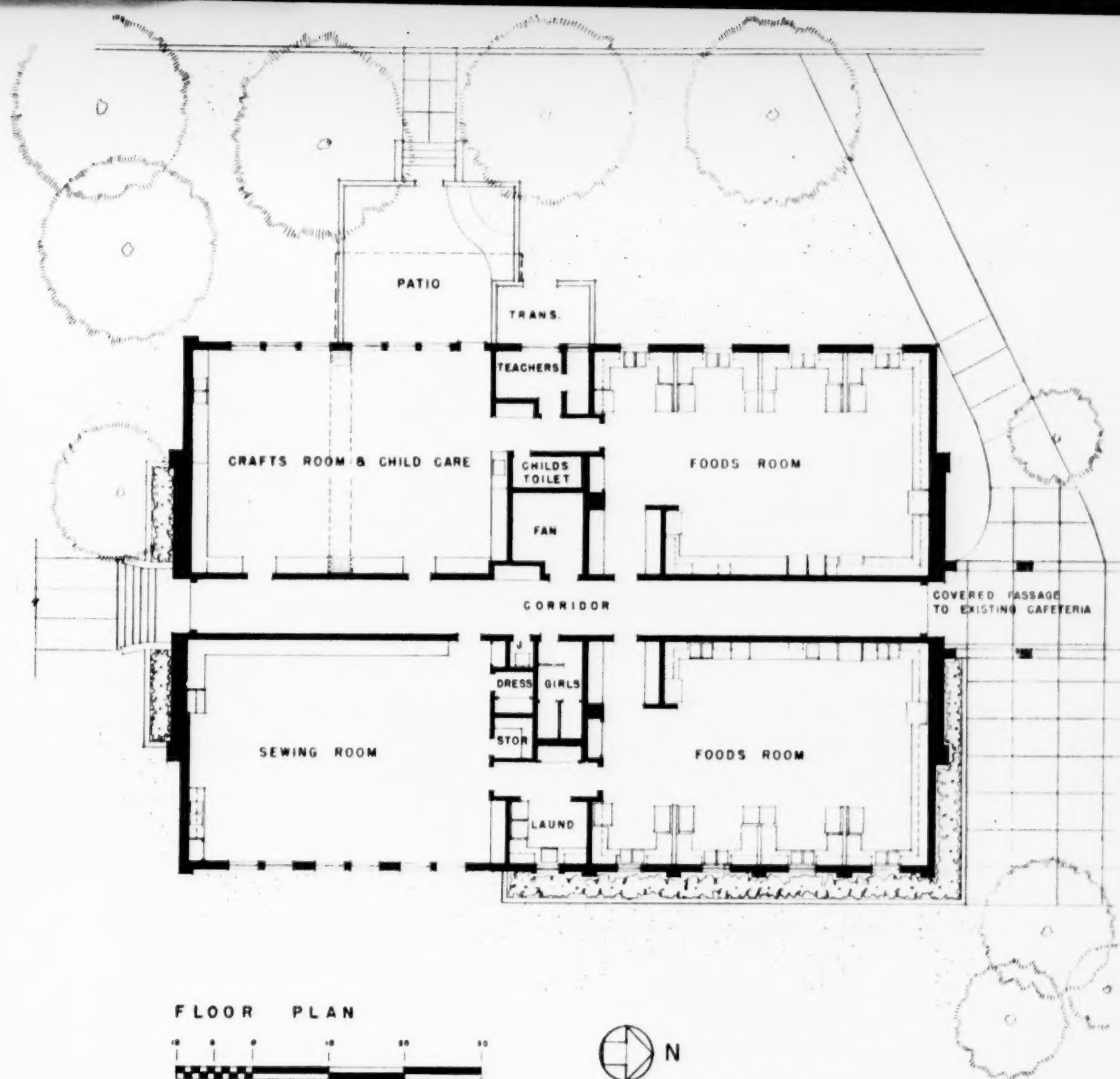
The crafts and child care room is operated virtually as a daytime nursery where young children are cared for by the high school students, under the supervision of teachers. Among its features are colorful movable panels which isolate the children's activities for observation through one-way viewing glass. The floor is radiant heated.

Included in the crafts portion of the room are three looms, one warping creel, a large worktable, a work counter, and sinks. Here the students become familiar with the weaving and texture of fabrics.

The shaded open air patio opens

The homemaking building at Huntington Beach, Calif., was designed to harmonize with other school buildings, all built in the Mediterranean style.





from this room. It contains a sand box and outdoor play equipment.

The exterior of the tile roofed homemaking building is styled to harmonize with the prevailing Mediterranean motif of the other school units.

The four major rooms are provided with bilateral natural lighting. To supplement the light supplied by exterior windows, a skylight, with a light well directly below it, runs the length of the building, at the ridge line. Windows in the walls of the light well admit light high into the corridor side of each room. The bottom of the light well (also the ceiling of the corridor) is a continuous heat absorbent glass strip, providing natural "top" light to the corridor. Adjustable vertical metal louvers at all windows provide control of glare and light intensity.

All rooms are acoustically treated. Fluorescent lighting and asphalt tile floors are used throughout. Corridor walls have wainscots of laminated plastic and display cases in which samples of students' handiwork are exhibited.

ABOVE: This is the floor plan of the homemaking building. BELOW: In both of the food rooms louvers control admission of light from skylights.



TEACHERS FOR A DAY

**High school students operate school system
as board members, administrators and faculty**

G. I. SHOLY

*Superintendent of Schools
Hancock, Minn.*

FOR one day the school system at Hancock, Minn., was entirely in the hands of students—boys and girls acting as school board members, superintendent, principal and teachers.

Two weeks before the "Operation Student" day each class in Grades 7 through 12 nominated two candidates to run for school board posts. Six of the students were elected to the board of education at a general school election; they then chose their own officers.

Members of this student school board were invited to a regularly scheduled meeting of the board of education of Independent School District No. 3 in Hancock.

At their next meeting student board members picked a student superintendent after studying written applications received from the high school students. The superintendent then assisted the board in selecting a student principal and teachers. Fifty-nine teachers were "hired"; many were named to teach only one high school class. (The school system normally employs 15 full-time teachers.)

MEASURES APPROVED

At another meeting the student board voted for the purchase of lockers and to increase teacher salaries. The regular board has since approved both measures. Grade school teachers received \$200 raises, and high school teachers \$300 raises.

Regular teachers spent 15 minutes with each student teacher going over the work to be presented on "Operation Student" day. The adult teachers all spent that day making home visits, upon the invitation of parents.

The adult supervisory staff at the school consisted of one administrative official, with the principal and me alternating in overseeing the procedures.

The plan was originally suggested and discussed by student council members at one of their meetings. They reported back to their classes, and the idea then took hold. The first impression was that this day was to be one of fun and frolic, but about a week before the student day there was a distinct shift of opinion as the students saw the planning that was going on to make this an outstanding program in the school.

On "Operation Student" day there was a feeling of cooperativeness never before apparent in the student body. From the beginning to the end of that school day one would have thought it was just a normal day under the management of adult personnel.

Businessmen of the community were told about the student day and cooperated by calling the student superintendent and principal to discuss various types of problems. Bus drivers, the school cafeteria staff, school board members, and the custodians also came up with special problems to be worked out.

School board members and others who visited the school were much impressed. The board has now proposed that a student school board be elected for the entire year so that when problems involving students come up this board may review them and make recommendations. The board of education thinks there is a distinct opportunity here for student government over and above a student council.

The editor of the local newspaper gave the event full publicity. He came up to the school on "Operation Student" day to interview the student superintendent and principal. These interviews were fully reported in the following week's edition of the newspaper.

The student superintendent was also asked to write the regular column in the local paper called "Jottings From the Superintendent's Desk." In this column she gave further information and her impressions of her work as superintendent for a day. Mainly she endorsed the work of the members of the regular school staff. Also she pointed out that no one could really know or understand the great amount of work and the details connected with this job of education without doing the job himself, if only for a day.

QUESTIONNAIRES FILLED OUT

Following "Operation Student" day, each student was asked to fill out a questionnaire giving his impressions of the day's work. Various topics were covered, such as: What was your general feeling about the entire operation? What did your opportunity to participate in this day have to do with your feeling toward the general operational procedure of the school? Do you think that you gained a greater insight into the teaching profession and the problems concerned? From your experience on this day is there anything you can suggest to develop a better working relationship between students and teachers? Do you have any suggestions as to how this plan can be improved? Do you think that this was

Among the visitors at the office of the student superintendent, Doretta Toop, were Duane Lee, manager of a local livestock feed company (left), and Zip Bell, who is proprietor of a store.



a worth-while idea? Do you think it advisable to try it again?

Students were wholeheartedly in favor of another "Operation Student" day and made several suggestions for bettering the day another year. One student wrote a three-page review that contained so many good ideas it was mimeographed and sent around to each teacher. The teachers also received a summary of the student evaluation forms. One teacher commented that: "We all can certainly learn something

from these students of ours. I have a better insight into what I can do to improve my own teaching and my own democratic procedures after reading these reports."

A personal letter was sent out to each parent who had a child participating in the program as a teacher. These letters told the parents of the fine work their child had done. The letter also contained an invitation to the boy or girl to go into the field of teaching. Parents and students were

invited to consult with the school authorities to obtain more information about a teaching career. Several parents have already come to the school with their children to ask for such information.

"Operation Student" day is now a full-fledged part of the program of the year for the Hancock school. We feel that when students are given opportunity and guidance in making their plans they will show great initiative in making their school a success.



Harold Hoppe, who taught the biology class, was one of 59 students "hired" as teachers for a day at Hancock, Minn. Student board members, superintendent and principal were responsible for running the school that day.



CHALK DUST



A TEACHER'S DAY

NO WONDER a teacher is tired at the end of a day, for during that period her heart beats more than 120,000 times, not including a few extra accelerations when Johnnie's mother declares telephonic and jet propulsion war on pessimistic report cards. She breathes 23,040 times regularly, and her blood travels 170 million miles with an extra million more or less during the free play period decreed by a progressive superintendent. She eats more than two pounds of shepherd's pie at the cafeteria and imbibes several grains of aspirin as a chaser. She speaks 5000 words which are listened to and upward of 15,000 to which no one pays the slightest attention. She exercises seven million brain cells of her own and a much smaller number of other people's.

She corrects 90 papers and, from time to time, 30 kids. She attends one faculty meeting, one parents' meeting, and one homeroom meeting, which probably add up to something or other. Her hair grows .017 inches, but she has no time for a permanent, and she moves 750 major muscles, not counting the smile muscles lost on the aforesaid mother of Johnnie.

It isn't as bad as it sounds, however, because during the day she puts forth an amount of tact and understanding immeasurable in cubic measurement. She offers more than a few pounds of sensitivity, sympathy and consideration which are not susceptible to quantitative analysis. She gains new insights of friendship and vision and a happiness of humility. She adds a bit to the sum of knowledge through which 30 human souls may grow in understanding and competency, and she gains an uplift of spirit that tells her she is doing a little bit toward the achievement of a better America and a happier world.

PRACTICAL PROJECTS FOR PRINCIPALS

The Unfinished Symphony

FOR A LONG TIME after my little charges had so effectively burned down the school with their "Save the Paper" project (reported in *The NATION'S SCHOOLS*, November 1952), community interest in all worthwhile projects was at a low ebb. In order to revive the project business, I was forced to cast around hurriedly to get the latest dope on some new plan for pupil participation. It was then that I was reinspired by hearing about a sixth grade class in California which had composed, written and performed a symphony.

With some difficulty, I persuaded the board of education to allow me to explore this promising project, which I felt would not only remotivate the children but restore harmony to the savage breasts of the taxpayers.

Quickly I sent for literature and exerted all possible pressure on the little ones to procure musical instruments.

The brochure describing the symphonic activity arrived by air mail and, on the face of it, it looked like a soft snap. "Any teacher with a creative spark," said the descriptive booklet, "will see how these principles may be put to good use." I was challenged! I was motivated! I was sold!

Unfortunately, the classroom climate must have been wrong for peculiar difficulties were encountered from the start. Probably the California teacher didn't have so many tone deaf children as I inherited from earlier grades and presumably she could sing on pitch at the drop of a baton. I am sure she didn't have little Putrid whose mother was a former tambourine player in a street band and who practically took over the whole project.

Nevertheless, off we started! The children bought, borrowed or otherwise appropriated musical instruments. At the end of the first week, we had seven Jew's harps, twelve harmonicas, a drum minus a head, assorted fifes and various size combs complete with tissue paper. Other instruments were furnished by the school until they were broken.

In order to get the kiddies into the spirit of the thing, we followed instructions by learning a "rhythm pattern." This is taught by using the flat of the hands (the children's; not mine) on the desk top, performed by the class in unison. The instructions warned that the necessary teaching qualities at this point must include enthusiasm, patience, courage and imagination. It was about then that my superiors lost much of their enthusiasm.

I found that the next instructional step was a wee bit vague. It was something about the creative chord study. The tambourine mother insisted on furnishing the chords and many of the discords as well.

Let us not describe the entire project. Let my colleagues buy the book, if they are interested, and I hope their boards of education will honor the bill, which is more than mine did. Suffice it to say that, just when we were nicely getting into our stride, my superintendent started one more of his interminable charity drives and sent the musical instruments to a Home for the Deaf. Otherwise, I am convinced we would have made project history, of a sort at least.

"Probably never again will your pupils work together as a complete unit," says the author somewhat sadly. For that matter, neither will I! Yet, I think the Symphony Project was a worth-while experience. As I re-read the prospectus, I am inspired to try again in some far, far away school where maybe I can get a job.

ONE of the last major items of school costs yet to be brought into many state minimum or foundation programs on a sound basis is pupil transportation. While only a few of the states in the United States provide no funds to local school districts to help defray these auxiliary costs of education, there is no assurance that the money that is provided by the other states is distributed upon sound principles of equalization. There are some fundamental weaknesses and limitations to financing this important service by flat grants, grants involving a fixed amount per pupil, the reimbursement of local districts for a per cent of their allowable expenditures, or any other method which does not recognize and include the "need" or "ability" to pay of each local district.

Why have many of the states been so reluctant to adopt defensible programs of equalization of the costs of pupil transportation? There are at least four reasons:

1. In many states the small district system and the opposition of the people to the reorganization and consolidation of their schools have minimized the problem of financing pupil transportation until recent years.

2. State legislatures have been rather slow in throwing off the yoke of tradition which held that the local school district and the parents should assume most, if not all, of the cost of this service.

3. Funds for such purposes have not been readily available to the states.

4. The methods to be used in equalizing these costs are best determined after some practical experiences with the problem. The lessons learned in one state have not necessarily solved the problem in another.

Who is responsible for equalizing the costs of pupil transportation? The Tenth Amendment to the United States Constitution has placed legal responsibility for education upon the states. The 48 states, recognizing their individual responsibility for education, have set up their own schools and school systems. All have established compulsory school attendance laws, presumably because education benefits the child and also the state.

Of course, it has been and will continue to be impossible for any state to establish schools which are equally accessible to all its pupils. In spite of that, the states are nonetheless obligated to provide as nearly as possible equal educational opportunity for all,



Equalization Begins With Pupil Transportation

PERCY E. BURRUP

*Assistant Professor of Educational Administration
Brigham Young University, Provo, Utah*

regardless of location of home or school or the degree of good or bad judgment the parents may have used in locating their home in relationship to available school facilities. This necessitates state support in the financing of this important service. Fairness in this matter can only be accomplished by equalization at the state level of all of the costs of education, including pupil transportation.

Valid formula is needed. Fortunately, the rather recent development in many states of reorganized school districts with larger administrative units, larger attendance areas, and more weighty problems of pupil transportation has caused some legislatures to take another look at their "equalization" programs as they apply to the costs of pupil transportation. What was formerly a relatively trivial problem in many areas now presents itself as an obstacle which must be removed before valid formulas and provisions for equalization can be realized. Without such a formula state financial support to local districts can actually

broaden rather than narrow the range of inequality among districts.

Everyone recognizes the obvious fact that transportation to and from school is a necessary service which must be given to many children before the real process of education can begin. It is never provided primarily for its value as an educational experience in itself. If that is true, funds which a school district uses for this service must be taken out of the total which is available for the real experiences of education.

While this may not be a serious problem in many school districts, those whose budgets are already inadequate often find it necessary to curtail their instructional programs and even eliminate educational services if their transportation costs are great.

Inequalities in costs to the district are great. A practical example can be used to show how no state support or unequalized state support for pupil transportation costs affects individual school districts. The figures used here are actual ones from two Utah school

districts. No attempt has been made to obtain figures which would exaggerate the differences. The wide difference in per pupil costs is explained by the much greater transportation problems found in District B because of poorer roads, bad weather conditions, higher operating costs, and the longer distances which pupils must be transported.

	Dist. A	Dist. B
1. Transportation costs for one year	\$47,277	\$68,214
2. Number of pupils transported	2,870	1,562
3. Per pupil cost of transportation	\$16.47	\$43.66
4. District's assessed valuation	\$48,370,000	\$7,600,000
5. Local tax levy required to pay the total transportation costs	1 mill	9 mills

First, assume that no state financial support is available for the costs of transportation in these two districts. District A is then required to levy a tax of only 1 mill (\$.001) on each dollar of its assessed valuation to pay its total transportation costs as compared with District B, which requires a levy of 9 mills (\$.009). The property taxpayers in B are thereby required to make nine times the tax effort to get their children to school as those in A are required to make. If A had lower or B had higher transportation expense the inequality of required tax effort would be increased.

To suggest that such an arrangement is equitable to the taxpayers in these two districts is the equivalent of the old, and fortunately outworn, argument that the parents of nine children should pay nine times as much for education of their children as the parents of one child.

Now assume that District B levies a 1 mill tax for transportation—the same levy required by A to pay its total cost. This would raise \$7600 in B, leaving a balance of \$60,614, which must then be taken from its current operational budget in order to get its pupils to school. Since District A has no further transportation costs after using the proceeds of a 1 mill levy, it is then free to use its full operational budget for educational purposes. Obviously, this is financial discrimination against District B, which can only result in lower educational standards, fewer services, or both.

Percentage payment is unfair. Assume that the state pays a certain per cent of the total cost of transportation services to each district. This

is the method used in several states. If a per cent of 60 is used, the figures for these two districts now become:

	Dist. A	Dist. B
6. Amount of state financial support	\$28,366	\$40,928
7. Balance—paid by the district	\$18,911	\$27,286
8. Levy required for district's share4 mills	3.6 mills

The taxing effort in B must still be nine times as great as in A. Thus, paying a per cent of the total cost has reduced the burden on both districts, but it has not reduced the ratio of inequality between the two.

Flat grants are unrealistic. Since District A transported more pupils than did B, it is evident that any state payment per pupil transported would increase, rather than decrease, the inequality between the two districts. Assume in the foregoing example that the state makes a grant to each district of \$10 per pupil transported. The figures then become:

	Dist. A	Dist. B
9. State grant at \$10 per pupil	\$28,700	\$15,620
10. Balance to be paid by the district	\$18,577	\$52,594
11. Tax levy required384 mills	6.9+ mills

District B is now required to levy 6.9 mills for transportation as compared to .384 mills for A, a ratio of 18 times as much effort being required in the former as in the latter.

Flat grants are also unrealistic. For example, if the state paid each a flat grant of \$20,000, District A would then have a balance of \$27,277, which would require a mill levy of only .56 mills. District B then would have a balance of \$48,214, which would require a mill levy of 5 mills. Thus, the ratio of 1 to 9 has not been changed by a flat grant. However, here again the burden to the taxpayers in each district has been reduced, but that is not sufficient defense for this practice.

Equalization means equal tax effort. What, then, is the answer to the problem of equalization of pupil transportation costs? It is equalization based upon equal tax effort in all districts with the state supplying the amount necessary to pay the additional costs. It is a strange paradox that many states recognize the merit of establishing a minimum or foundation program upon this fundamental principle but at the same time disregard it when "equalizing" transportation costs. The same arguments which defend or justify the equalization of a

minimum school program can be used equally effectively in the defense of equalization of transportation costs.

Using the previous example, assume a local tax levy of .5 mills:

	Dist. A	Dist. B
12. Proceeds of a .5 mill levy	\$24,185	\$3,800
13. Amount due from the state	\$23,092	\$64,414

It is obvious that the state is paying a much higher per cent of the cost of transportation in the "poorer" district—the district with the greater "need," the greater problems, and the higher costs for transportation of its pupils to school, and the district with less "ability" to pay its own costs. This procedure represents good practice in school finance and is true equalization of costs. Taxpayers in both districts make the same effort and the state pays the difference in amounts needed for this service. This equalization should be made *before* other equalization—not after. At this point, then, all the districts get their pupils to the schools with equal tax effort. They are then equally ready for the bigger and more important problem of equalizing the costs of instruction.

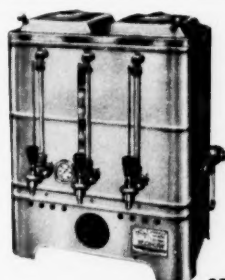
This simplified example does not provide for differences in the quality or efficiency of transportation services, nor does it provide the basis for, or the kind of formula needed to determine, allowable costs for an equalized program. All of these are weighty problems in themselves, but that in no way minimizes the fact that financial equalization of educational opportunity can never be realized unless it includes transportation costs. We must get the pupils to the school before we can begin to equalize the cost of their instruction.

Sound philosophy of equalization demands that the local district not overburden itself with transportation expenditures which may be incurred because of conditions which are peculiar to that particular district or area. The state cannot disregard its responsibility to see that all districts start their educational programs without severe penalty or privilege because of the intrinsic nature of their individual transportation problems.

Certainly no child should be penalized with a below standard program of education because of the "accident" of location of his or her home with relationship to the school if we are to continue to espouse and defend the principle of equality of educational opportunity in this country.



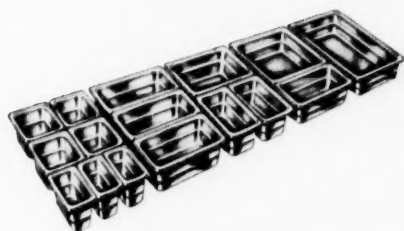
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Wall pictures, recordings and films are repaired and cleaned in Beverly Hills.

Summertime Activities

Preparing audio-visual resources for fall—

In Beverly Hills, Calif.

JOHN C. SCHWARTZ Jr.

Professor of Education, Los Angeles State College
Audio-Visual Director, Unified Schools, Beverly Hills, Calif.

THE audio-visual staff members for the Beverly Hills Unified Schools, Beverly Hills, Calif., are engaged in four general activities during the summer months:

1. Revitalizing present equipment and materials.
2. Checking and acquainting ourselves with new acquisitions.
3. Participating in one or more summer workshops or activities for professional advancement.
4. Preparing an attractive and stimulating bulletin and open house for the opening of school.

Revitalizing Present Equipment and Materials. Early summer is the time for complete overhaul of all motion picture projectors in our school system. The last day of school—which was a clean-up day for teachers—each machine was labeled and brought to the school delivery station for pickup. During the final week all mechanical items, such as transcription players and

recorders, were checked and oiled, and those needing servicing were put out. All were picked up within one week of school's closing so that they may be repaired and returned before the late summer rush begins. Early servicing ensures careful, thorough overhaul of equipment and availability in the fall.

The good old summertime can be the best time for getting together the audio-visual resources teachers need for their classroom work next year. More and more in the schools throughout the country the summer months are months of workshops, purchasing and repair. To sample what is going on, we sent a single question to four directors of audio-visual instruction in different parts of the country. The question: *What is your school system doing this summer to get ready for maximum use of resources next year?*

All materials are inspected, cleaned, put in numerical order within sets, and re-alphabetized for teacher browsing in September. It is amazing how stimulating this work is each year. With so many items and with such constant acquisition of new materials, a staff forgets many of the wonderful things that are housed in a materials center. Many suggestions for displays and for teacher help are rediscovered as we go through the stock.

Checking and Acquainting Ourselves With the New. Processing, checking, labeling, and locating new materials are always exciting. Such activity makes our staff members feel that we have the best job in the system. Who buys such beautiful and attractive items for the classroom teacher—colorful wall pictures, tuneful recordings, gorgeous color films? Who is so welcome as he who brings only help? (Don't forget to send those new films out for reconditioning before a first scratch leaves a life scar. Do it now!)

Participating in a Professional Activity. Sometimes we lead; this year we follow.

In California, the state department of education has an annual Donner Lake (or elsewhere) workshop for instructional materials directors, which is both helpful and fun. Or, if we do not have two weeks, San Diego State College offers a one-week workshop which brings leading technicians and classroom teachers from across the nation. A dozen good technics are rolled into five morning sessions. This year I'm taking a course in photography.

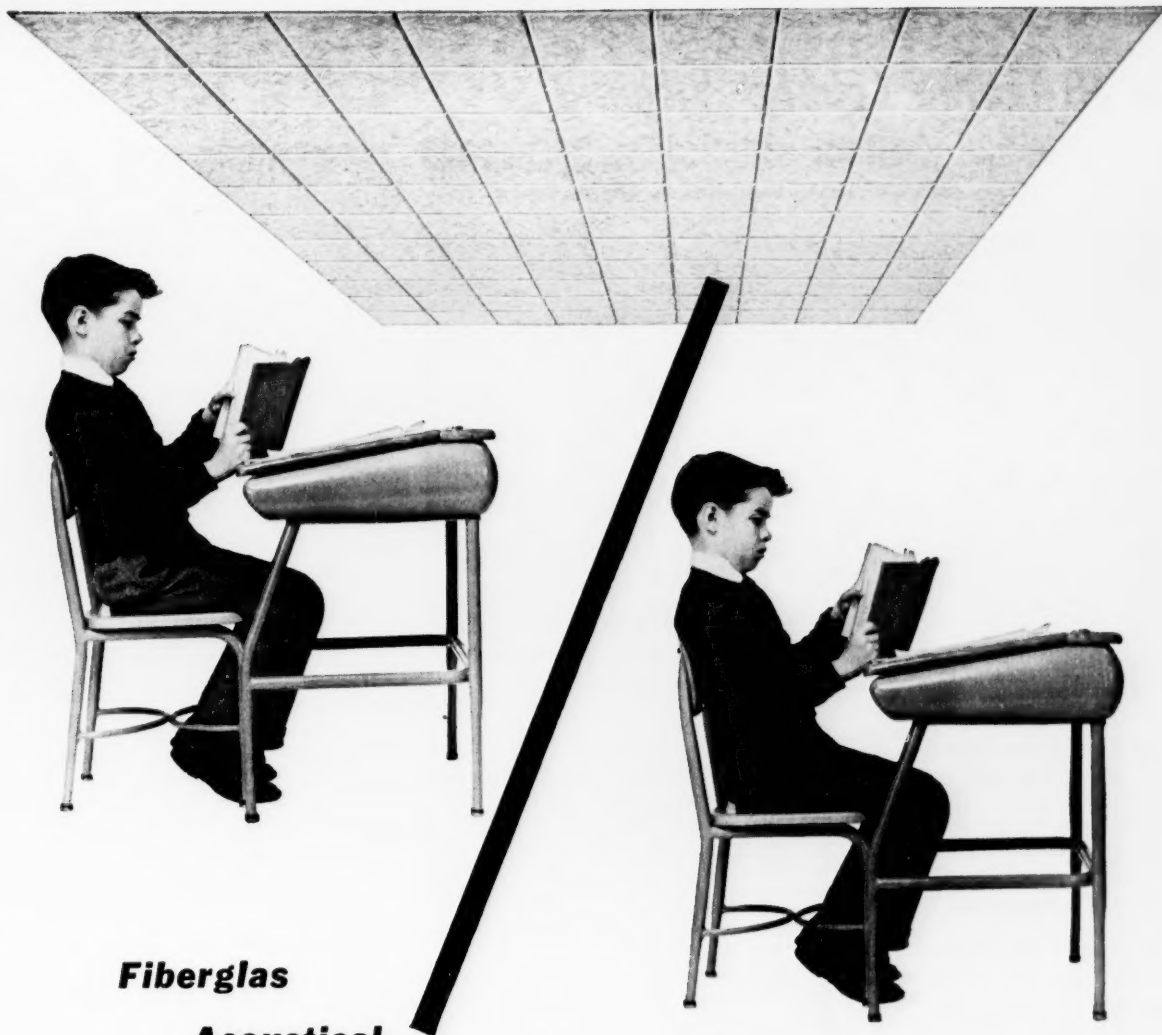
Preparing for the Opening of School. At the opening institute sessions our girls are on hand to greet every teacher with a *Pre-Vue* (our district monthly A-V bulletin). It has a lead article and a "bait offer" to get teachers to the center.

However, by the time of the first institute, the wise teachers have all been to the center and have their materials reserved. Experience has taught them that open house begins a week before school opens; that it presents the best, and that there are not enough new items for every teacher.

Thus school is off with a rush. Monday and Tuesday of the first week (institute days) all equipment is returned to the buildings; teachers prepare their classrooms, and Wednesday the students arrive.

September 1954 is almost here, and June 1955 is just around the corner.

(Continued on Page 66)



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They make corridors and classrooms as much as 75% quieter! Auditoriums and gymnasiums are echo-free! Your students hear better. They concentrate far more easily.

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Fiberglas Acoustical Ceilings are incombustible. Because they retard the spread

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• Textured, Sonafaced Ceiling Board • No'se-Stop* Baffles

In Arlington County, Virginia

JOSEPH B. JOHNSON

Supervisor, Teaching Materials Center, Arlington County, Virginia



New ideas can be introduced at a summer workshop. These Arlington County teachers are learning about shadow graphs and flannel board.

TEACHER-STAFF committees in Arlington County, Virginia, will be working this summer on the revision of resource unit guides in junior high social studies and science as well as on the development of new guides in elementary science and social studies.

We'll follow through on this year's project of a guide to the use of community resources. We expect to complete the framework this summer, try it out in classrooms this fall, and produce the guide next spring.

Summer Workshop. I shall serve as a resource person for workshop groups in each of these areas: (1) communication skills; (2) children with specialized needs; (3) art in the classroom; (4) general education teaching skills; (5) foreign languages in the elementary school. Use of audio-visual materials appropriate to each of the foregoing areas will be a planned part of the activities of each group. We are finding that the utilization of audio-visual materials is more meaningful when it is handled as a planned and integral part of each "subject area."

In addition to the foregoing we shall provide laboratory opportunities to enable teachers to practice the mechanical operation of equipment.

Acquisition and Cataloging of Materials and Equipment. Throughout this school year we have carried on an evaluation program of new materials. The materials have been judged in

classroom teaching situations as well as by teacher-staff groups, and many will be purchased. Other titles to be purchased this summer will be duplicate prints.

Descriptive catalog cards will be prepared on all new acquisitions. Since two new schools will open in the fall we must prepare additional card catalog sets for these two schools.

Equipment specifications for new purchases are completed; price quotations and purchasing will be processed in early summer in order to assure delivery before schools open in the fall.

Preventive Maintenance and Repair. Each summer all 16 mm. sound projectors receive a "Class A," "Class B," or "Class C" overhaul on a rotating

basis. Record players, radios, disk and tape recorders, opaque projectors, and filmstrip-slide projectors are also included in this planned program of preventive maintenance and repair.

Circulation of Materials and Equipment. The completion this summer of the following types of activities will enable us to be of greater service to teachers next school year in getting the right materials to the right classroom at the right time:

1. Revision of teaching materials coordinator's bulletin.
2. Preparation of next year's booking cards.
3. Laundry and re-marking of school mail bags.
4. Inspection, replacement of film leader, and cleaning of all films and filmstrips.
5. Checking of all record albums to ensure that they are complete and that damaged records are replaced.
6. Replacement of folders, kit boxes, labels and other needed identification on all materials circulated.
7. Acquisition of adequate amounts of shipping labels and tags, gummed tape, shipping boxes, and envelopes.

Research and Long-Range Plans. Some time must be devoted this summer to an over-all evaluation of our services to ensure that we are offering a balance both in types of audio-visual materials and in subject matter areas covered. At this time we must also take stock of our probable future needs and long-range plans and set up planned research projects which will enable us to acquire the needed data. While it is true that this activity is a continuous, year-round sort of thing, it is also true that we too often push it aside once the "pressures" begin to be felt during the school year.

In Fort Dodge, Iowa

DONALD SCOTT

Audio-Visual Director, Public Schools, Fort Dodge, Iowa

THERE is a certain amount of planning that must be done in any school system at least two months before the school term ends. No audio-visual program will ever be effective unless the teachers help plan it. An A-V program will die a natural death if the suggestions and recommenda-

tions of the teachers are not considered. In order that the recommendations of the teachers of Fort Dodge, Iowa, might be incorporated into the plans that are to be set up this summer the teachers have been consulted by means of a written questionnaire. In addition to this, many of the principals and

Multi-purpose Cemesto Panels

help slash costs, speed construction of modern school



Architects' rendering of Moultrie Senior High shows modern, functional layout of classrooms, which are connected by protected outdoor corridors. Construction of gymnasium, in foreground, is a future project. (Designed by Associated School Architects, Macon, Ga. Contractor, A. C. Samford, Inc., Albany, Ga.)



Take a tip-up steel frame, add Cemesto Panels . . . and you have the basic unit that helped speed construction and cut costs for this unique, handsome school. In designing Moultrie Senior High School, Moultrie, Georgia, the architects specified steel frame walls brought to the job completely fabricated, with Cemesto Panels and sash in place. After these pre-assembled units were tipped up and tack welded to exposed steel columns and beams, only glazing was necessary to complete the wall section. This construction method, plus the materials used, accounted for most of the cost savings. In fact, costs ran to only about \$8.50 per sq. ft. for the total 62,500 sq. ft. area.

Use of Cemesto Insulating Structural Panels has in countless cases proved the answer to the aggravating problem of providing increased facilities . . . despite rising school operating costs, high construction costs and reduced budgets.

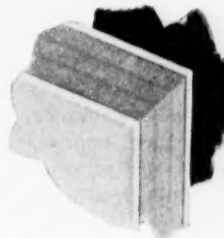
Ideal for use in modular construction, Cemesto Panels permit quick erection to meet school opening deadlines. They help bring a new over-all flexibility to schools, facilitate future expansion, forestall obsolescence.

Cemesto Panels provide efficient insulation, help keep classrooms cooler, more comfortable in hot weather — more economical to heat in winter. "Chalkboards" can be painted right on interior side of Cemesto panel walls or partitions, thus eliminating costly blackboards. With unusual structural strength and high, built-in insulation value, these panels build permanent roof decks, interior and exterior walls, partitions — at just a fraction of the time and cost of conventional methods and materials.

And with all this, Cemesto Panels show remarkable compatibility with other modern building materials, as proved in the functional beauty of the Moultrie

School structure. So, for attractive, economical construction of permanent school buildings designed for future expansion, or for fully salvageable and movable "temporaries" to relieve periodic overcrowding . . . use Cemesto Panels. Find out how they can help you do a faster job at a price you can afford . . . by writing for complete information to The Celotex Corporation, Dept. NS-74, 120 S. LaSalle Street, Chicago 3, Illinois.

Cemesto Panels are strong, rigid, permanent insulating structural units! Their core is Celotex cane fiber insulation, protected against dry rot and termite attack by the Ferox® Process. Non-combustible cement-asbestos facings are bonded to both sides of this insulating core by a moisture-proof adhesive. Cemesto Panels resist fire, weather, and wear, need no painting or maintenance. Readily demountable, fully salvageable!



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teachers have been interviewed personally concerning their recommendations for improvement of the program.

In-Service Training Program. Our plans for this summer can be divided into three phases. Phase I concerns the type of in-service training program we are to plan for the coming year. First of all we shall set up the details of a half-day clinic for all the new teachers, to familiarize them with the policies of the school concerning the use of A-V materials and equipment. This will include location of the materials and equipment, how to get them, whom the teachers should contact if they need or want help, and how to operate various projectors. The new teachers will be given copies of all catalogs and resource lists during this half-day session. The clinic will be held in the instructional materials center so that the teachers may see the wealth of materials available. This half-day clinic might be considered an orientation period.

An A-V workshop for all teachers who wish to participate will be planned for the first semester. This workshop will stress the areas of utilization that need to be covered, production techniques, and lists of materials that can be previewed and evaluated.

Another part of the in-service training program to be planned this summer is a series of how-to-do-it bulletins that are to be outlined and written so that they may be sent to the teachers periodically throughout the school year.

Planning the Budget. The second phase of the summer planning program consists of summarizing the evaluations made by teachers of all the new materials that have been previewed during the last year. From these summaries and from the recommendations of the principals, supervisors and A-V director, the proposed budget for the new year will be drawn up and presented to the school board. Once the budget has been adopted, the orders for all new materials and equipment will be sent out. The entire A-V budget should not be spent during the summer. There are two reasons for this: Prices are at their peak in August and September, and new materials may come out during the school year that teachers need and should have.

After the new instructional materials have been ordered, a revised catalog will be developed during the summer months so that on the opening day of school, teachers can be given a complete listing of all the instructional



A student assistant in the A-V office at Fort Dodge does her part in the program for the maintenance of films.

materials. The catalog will include not only a subject matter classification of the materials but also a grade level correlation where possible.

Maintenance Program. The third and last phase of our summer planning will consist of the maintenance pro-

gram. If teachers are to gain confidence in using the audio-visual equipment they must be provided with equipment that will function properly. Also, they must be provided with materials that are not damaged. So, during the summer, all equipment will be checked and cleaned at the instructional materials center. Any equipment needing repairs will be sent to a recognized service department for reconditioning. All motion pictures, filmstrips, slides and picture materials will be checked, cleaned and repaired. This third phase of the summer program is most important. There is nothing more discouraging to a teacher than to have to use inferior materials or equipment that is in poor condition.

Summer planning pays dividends. I know from experience. My advice to anyone interested in setting up a sound A-V program for the coming year is to start your plans early, encourage suggestions from the teachers, set up a sound in-service training program, keep your teachers informed, keep the equipment and materials in A-1 condition, and obtain the respect and support of the principals and supervisors. They are in the key position to make or break any instructional materials program that is planned.

In Great Neck, N. Y.

CHARLES E. LUMINATI

Coordinator of Audio-Visual Services, Public Schools, Great Neck, N.Y.

Summer is a good time to set up a system of previewing and scheduling. Making all the materials accessible is the first consideration at Great Neck.



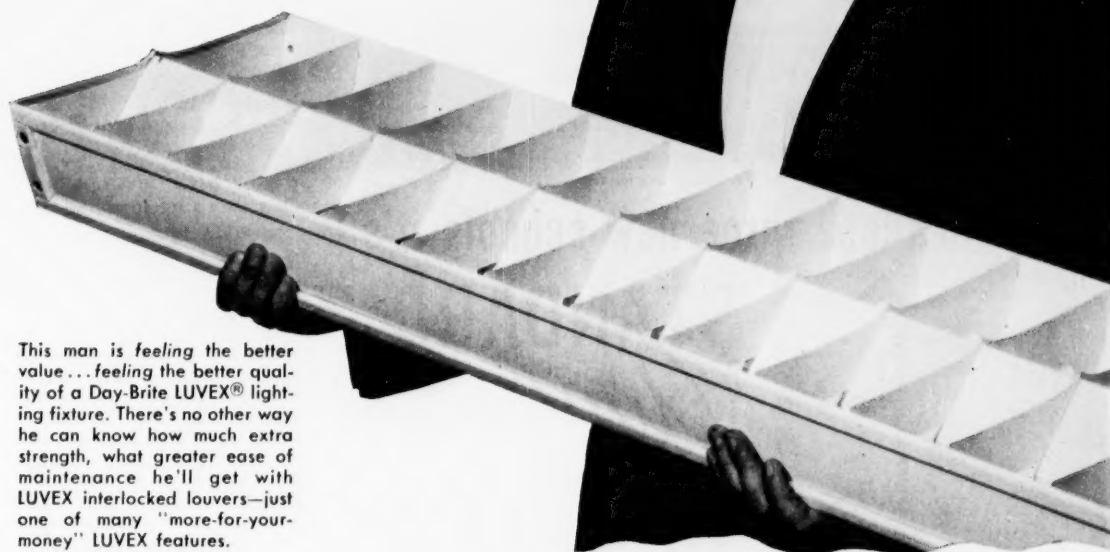
WHILE the activities I am listing occur mostly during the summer months, planning and preparation for these activities begin during the school year. As soon as the school system budget is approved by the voters of Great Neck, N.Y., in early May of each year, the previous planning goes into operation immediately and continues until September. The intent is to have all materials, equipment, catalogs and other plans ready for the teaching staff as soon as school opens.

Purchase of New Materials and Equipment. New materials are "previewed" and "auditioned" during the school year. Those materials that are found acceptable to the curriculum are purchased during the summer. Orders are prepared, and delivery is expected before September.

(Continued on Page 70)



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This man is feeling the better value . . . feeling the better quality of a Day-Brite LUVEX® lighting fixture. There's no other way he can know how much extra strength, what greater ease of maintenance he'll get with LUVEX interlocked louvers—just one of many "more-for-your-money" LUVEX features.

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BEFORE YOU BUY!

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Specifications for new and replacement equipment are prepared and submitted to the business office. It, in turn, prepares the bid sheet and completes arrangements for the purchase of equipment. While the equipment is somewhat standardized throughout the school system, demonstration and testing of new equipment and new models of standard equipment go on during the school year. The purpose in standardizing is primarily twofold: (1) As teachers transfer from one school to another, they will have equipment available which is familiar to

them, and (2) cost of operation of equipment is reduced because it is not necessary to have replacement parts for a variety of makes of machines.

Servicing Materials and Equipment. In all schools, all equipment is checked and serviced so as to be ready for use in September. Equipment requiring special attention is sent out for complete servicing. In the secondary schools all sound projectors go out for a complete overhaul every summer. In the elementary schools each sound projector goes out for overhauling every other summer.



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In these three new schools it's

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Just as the architect of these schools, Edo J. Belli, is preeminent in present-day school design . . .

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SINCE 1884 **STANDARD**

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All materials are carefully checked. Films with weak splices are repaired, replacement footage is added, and new leaders are attached. Each film is cleaned and "freshened." Those materials requiring special attention are sent to a film laboratory.

Preparation of Catalog on New Materials. So that all members of the staff will know what new materials are available, a catalog is prepared for each teacher. Every three years the catalog is completely revised. In the interim years supplements are prepared. Each catalog lists all films, filmstrips, slides, recordings and so forth, with a brief description of content, producer, length and suggested grade level.

Rental of Materials. Films and other materials that are of a supplementary nature are rented as curriculum needs change. (The central audio-visual library consists of materials that are "basic" or essential to the curriculum from year to year. Additional titles are added yearly.) Much of the renting takes place after June 1 and during the summer. This applies primarily to the secondary schools. Also, materials not available from the central library are rented throughout the year.

Supply of Forms. During the summer a supply of forms is prepared, packaged and made ready for distribution in September. These forms are for rental, preview, loan, evaluation and so forth. They are sent to the building coordinator, who, in turn, distributes them to the teachers.

Preparation for In-Service Training. While audio-visual workshops may be scheduled throughout the school year, most of them take place during the fall term. Hence, considerable preparation must be made during the summer.

Some of the elements needing consideration are the length of the course, the content needs, the materials to be prepared, and the particular staff member who will conduct the workshop.

In addition, plans are made for the preparation, during the school year, of in-service bulletins on radio, television, institutes and conferences, and new technics.

The success of any audio-visual program rests, in the final analysis, with the classroom teacher. When materials, equipment, and "know-how" are easily accessible to the teacher at the time she needs them, then and only then will the program function effectively. This is the basic premise that underlies the audio-visual program as it exists in the Great Neck public schools.

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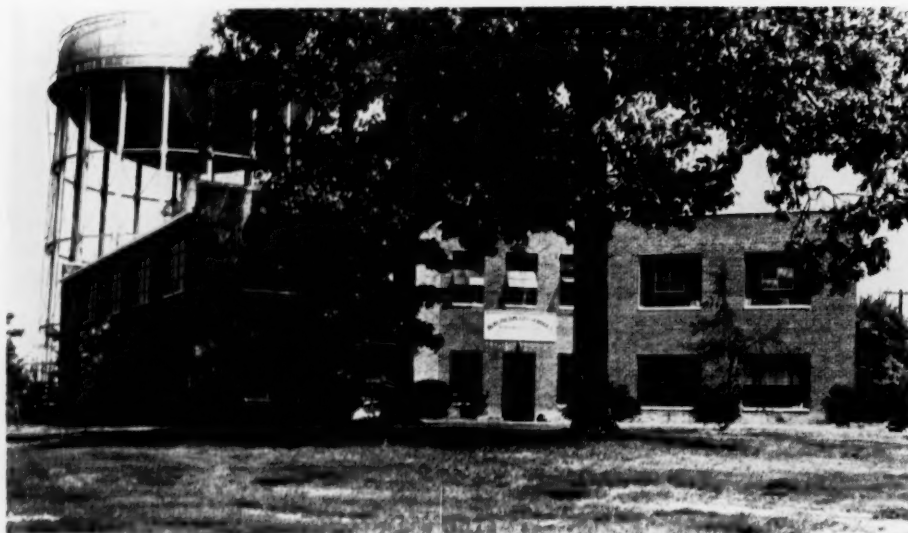
Please Send Us Illustration and Prices on Your Safety Wall Saver Chairs and Desks.

We will need _____ Sets. Grades _____

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SCHOOL _____
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THE SCHOOL LUNCH

Conducted by Mary deGarmo Bryan



This is the maintenance and storage building at Burlington, N.C. The first floor of the left wing is used as the central storage warehouse for the cafeterias. (All photographs were taken by Ed McCauley.)

Central Purchasing Saves Money

for the school cafeterias at Burlington, N.C.

ESTELLE McCLEES

Audio-Visual and Science Supervisor, City Schools, Burlington, N.C.

CENTRAL purchasing saves at least 30 per cent of the cost of foods for our 10 school cafeterias in Burlington, N.C. A big factor in this economy program is our storage and maintenance plant, erected a few years ago with funds provided by a school bond issue. Because of the centralized, ample storage space and delivery facilities, the supervisor is able to take advantage of the low market in the purchasing of foods.

The left wing of the ground floor of the maintenance plant is a storage warehouse for cafeteria food supplies. As many as one and a half boxcar loads of perishable food may be stored at one time in the cold room; there also is an 800 pound freezer. Space has been provided for as many as 12,000 cases of No. 10 cans of food.

Cafeteria managers turn in lists of needs for perishable produce on Thursday and for staple products on Friday.

All products are purchased on bid with the approval of the school board and the superintendent. Perishable products are purchased by the school lunch supervisor, Mrs. R. Lee Barham, on Friday and are delivered to the storage plant. On Monday both perishable and staple products are taken to the cafeterias. Two truck drivers are employed to drive the cafeterias' two trucks.

Modern, large equipment has been placed in all of Burlington's school cafeterias. In the kitchens there are heavy-duty commercial stoves, stainless metal sinks, electric mixers, electric potato peelers, bakers' ovens, pastry tables, electric dishwashers, and electric meat slicers. Cold storage for perishables is adequate in individual cafeterias. Many of the cafeterias own walk-in refrigerators; others have smaller units. Individual storerooms are large. Counters with steam tables and

glass protectors for the food are provided in the service areas, as are refrigerators for milk. Counter rails are of stainless metal.

Equipment is financed by the individual schools with lunch money and money from school capital outlay funds. As equipment is bought it is paid for from the central cafeteria fund, and the individual school is allowed as long as three years to pick up the debt. According to the supervisor, "better and more efficient equipment in the cafeterias provides increased food services at a lower cost."

In physical appearance the cafeterias are pleasing. All floors are asphalt tile, tile or terrazzo. Tables have laminated plastic tops. Walls have been painted to harmonize in color with the floors.

Each cafeteria has a manager, a cashier, and an adequate number of persons to serve food and to work

Sexton
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WESTERN HILLS HOTEL, Fort Worth, Texas



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In paper goods, the best you can buy is your best buy—and you can do no better than follow the example of this and other distinguished eating places. From Sexton's wide selection, choose to suit your individual needs at whatever level of elegance or utility you may desire,—whether for deluxe, handsomely embossed place mats, doilies and other napery or plain and sturdy cups, plates and containers. Huge stocks at every branch assure swift delivery.

JOHN SEXTON & CO., CHICAGO, 1984



ABOVE: This is part of the cold room in which perishable products are stored. BELOW: The kitchen has all stainless metal equipment. Shown here are the electric dishwasher, tables, vegetable cutter, and shelves.



in the kitchen. Cafeterias employ around a hundred persons.

Managers meet with the school lunch supervisor once a month to study and discuss menus, serving and other problems. Each manager is kept informed about the financial standing of her cafeteria. The supervisor, who is always on call, visits each unit at least once a week.

Within the last five years every cafeteria in the system except one,

which will be worked on this summer, has been enlarged and renovated. Completely new cafeterias have been built for three schools. The kitchen space in another three schools has been more than doubled in size. Dressing rooms and toilets and in some cases showers for workers have also been provided. The renovation program is carried out by the maintenance crew.

Anne W. Maley, state supervisor of school lunch, says: "Nutrition, health

and education go hand in hand. Burlington is to be commended for the fine job it is doing in coordinating the three for all of its school children."

In the Burlington schools the lunch program is a part of the total educational program. The majority of the cafeterias in the system have a monthly participation in the lunch program ranging from 94 to 100 per cent, probably the highest in the state.

Teachers in all of the elementary schools eat with the youngsters. Every effort is made to make the lunch period a pleasant one. Managers strive to have the plate lunch pleasing in appearance as well as appetizingly prepared. They not only are efficient in the planning and work details but also are mature friends of the children. A happy atmosphere of ease and self-control prevails. Table courtesy is stressed. Many of the grade groups have hosts and hostesses for each table. Special seasons of the year are noted by the motif of the day, carried out in posters and table centerpieces as well as by some little item or color on the plate. Posters and other interesting materials are thoughtfully planned by classroom groups.

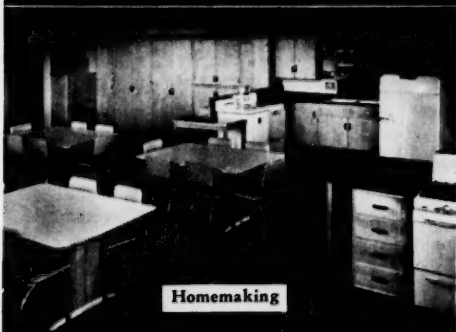
Stress on nutrition is, of course, a part of the health program. The eating of a warm, well balanced daily lunch is a part of the educational program. Children are encouraged to eat some of all that is on the plate. If a child brings his lunch, he may purchase a bottle of milk. Children in the Burlington city schools remain at school from the time the school day begins until school closes in the afternoon. Although the actual time in the cafeteria is only from 25 to 30 minutes, the time devoted to the lunch period is much longer. There are the children's cleaning up period, the period of thanks before leaving the cafeteria, and, after the meal, time for relaxation.

Price of the plate lunch is 25 cents in elementary schools and 30 cents in the high schools, where there is a choice of two lunches. Many free lunches are provided for underprivileged children. These are financed by civic clubs, church groups, and individuals. As an example, the total number of lunches served to 5988 children during the sixth month of the last school year was 99,728. Of these 642 were free lunches.

"No child is to go without a lunch," says Supt. L. E. Spikes, "for a means will be provided."



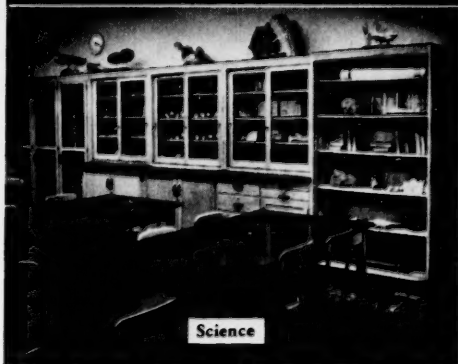
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Keep Stairways Safe at Low Cost

ALVIN REBMANN

*Supervisor of Construction and Renovation
Public Schools, Louisville, Ky.*

ONE of the most frequent sources of accidents is stairways. The constant friction of feet eventually wears depressions in the steps, increasing their smoothness and making them slippery. Heavy traffic movement, worn stairways, and the very nature of moving from one floor level to another add up to a high accident potential. For the most part these accidents can be prevented if school authorities make it their positive duty to give some thought to stairway safety.

At Louisville, Ky., we have a general safety committee that meets once a month to formulate our general safety program. On the committee are

the assistant superintendents, the director of buildings and grounds, the supervisor of maintenance and operation, the supervisor of safety and special education, the director of personnel, and representatives of principals and teachers. This committee has the support of our insurance company, which lends us the service of a trained safety engineer.

In addition to the work of the main committee, members of our maintenance and operation department personnel function as a subcommittee. Members of this group are our six foremen who supervise the work of the 60 members of our maintenance

staff. In addition to their safety meetings, the foremen report daily to our office so that we are kept informed on the condition of the 78 buildings we maintain. We depend upon our carpenters and other maintenance personnel to be our eyes and ears, and, after receiving a little education upon the importance of safety from our foremen and safety committee, they fulfill this part of their jobs well.

Our maintenance personnel is particularly instructed to observe the condition of stairways and report any considered hazardous. Each stairway is checked for (1) obstructions, (2) proper handrails, (3) good lighting, and (4) worn or slippery treads.

It is, of course, important that stairways be free of obstructions and be kept clean at all times. Proper handrails are essential as a support for children in ascending and descending stairs. Good lighting is a requisite, and an excellent rule of thumb is that there should be sufficient light to read a typewritten page at any point on the stairway. If the step treads are slippery and worn, they should receive prompt attention.

Eventually any heavily traveled school stairway wears out. Even marble and terrazzo stairs become worn and

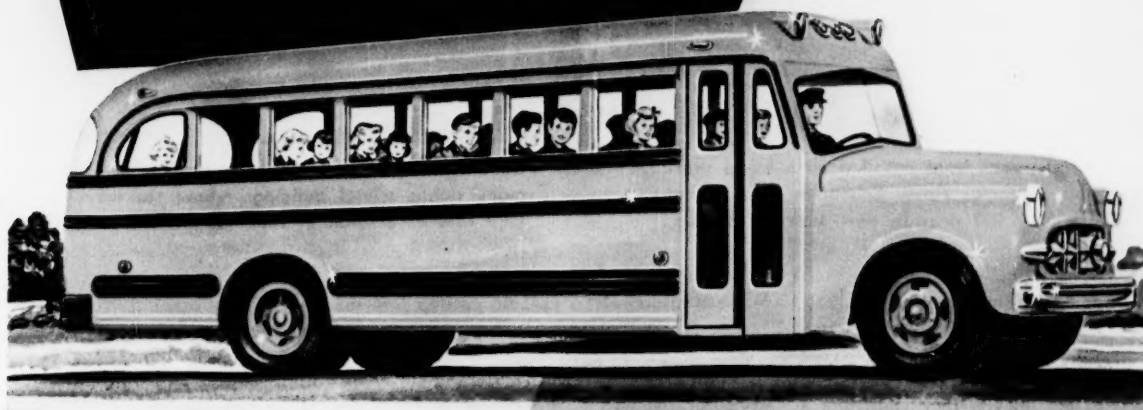
Worn and dangerous stair treads such as these are quickly reported by Louisville's safety committee.



This stairway in the board of education building at Louisville is equipped with metal safety treads.



THE SCHOOL BUS BODY
THAT'S YEARS AHEAD...



The New Wayne Panoramic



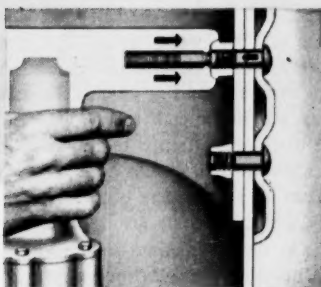
● 156% more clear-view area in those new "Curv-a-Corner" rear windows—no more "blind-spot" driving!

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It's industry's newest answer to weld weakness and "rivet wiggle." The element of human, production-line error is gone!



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These metal treads were installed on a wood stairway in the Nicholas Finzer School in 1935. After 19 years they still provide new stairway service.



DuPont Manual High School is representative of the many public school buildings whose stairways are kept safe as a result of Louisville's safety program.

cupped. According to data available from insurance companies, when the edges of stairs become worn to a depth of $\frac{3}{8}$ inches from the original surface and uneven they constitute a safety hazard; however, even though the stair tread is worn, if the condition is not allowed to become extreme there is still nothing wrong structurally with the step carriages, risers, or stringers. It is basically a matter of the stair treads' constituting a safety hazard.

TROUBLESOME PROBLEM

Repairs for step treads on heavily traveled school stairs are one of the most troublesome problems for the maintenance department and extremely costly if a method of repair is used that must be perpetually repeated. To attempt to replace a worn marble or wood tread with a similar tread is an expensive operation, both in time and in money, especially if the new tread will soon begin to show wear.

We learned many years ago that the best method of renewing stairs is to level off the stair tread and then superimpose a heavy duty metal safety tread which covers all of the stepping surface over the worn area and provides a step that will outwear a wood or marble tread many times over.

We use a noncorrosive aluminum tread $\frac{1}{4}$ or $\frac{5}{16}$ inches thick. Abrasive grits incorporated in the metal provide an anti-slip surface whether the steps are dry or wet, a desirable feature for exterior steps or stairs close to building entrances. The treads are obtained in the correct size for the

particular stairway so that no cutting on the job is required.

Installing the treads is quite simple and quick. If the existing steps are worn to any extent, the worn area should first be leveled with a mastic or other material to provide a firm base for the safety tread. If these spaces are not filled, the hollow places create sound chambers and result in a noisy stairway whenever there is a change of classes.

A suitable mastic can be obtained from building supply companies or from the manufacturer of the metal treads. It is a good idea to specify a mastic that can be feather-edged and will dry in a few hours.

Any good mastic is fairly expensive, and a good deal of money can be saved in the use of this material on several flights of stairs if a straight edge is laid on the step that is being leveled and wood strips of various thickness are slipped into the hollow places before the mastic is applied. The wood strips are tacked down, and the mastic then is used to finish leveling off the worn area. The metal safety treads have countersunk holes for fasteners, and as soon as the mastic has set the metal tread can be set in place and fastened temporarily with a screw at each end to hold it in place. After all treads have been set in place the other fasteners are applied.

On stairways other than wood, such as marble, slate or concrete, the same procedure is followed except for the method of fastening. In this case the metal safety tread is placed on the step as a template, and the hole spacing

is marked on the existing tread. A carbon tip cyclo-twist masonry bit is used to drill holes in the step to receive a lead expansion shield.

The stairs are cleaned thoroughly after they have been secured and are ready for immediate use. Actually the whole procedure can be done by any handyman, and as many as 120 treads have been placed in a single working day.

We first started this planned program for stairway maintenance in 1935. During that year we reconditioned several sets of stairs at the Nicholas Finzer Grade School, one of the older schools in the Louisville system. Safety treads were installed over the old wooden treads, which were badly worn and, as a result, dangerous.

NO ADDITIONAL WORK

Today, after 19 years, the stairways and their metal treads are still in perfect condition, and they have not required any additional work—the safety record has been perfect. This initial installation worked out so well we have since reconditioned stairs in 43 of our schools in this manner. As they are completed we are able to check them off our list as far as stairway maintenance is concerned. At least we do not expect any further stair work for a great many years.

We feel that it pays to do the job right in the beginning, for once stairs have been properly protected there is no further wear to the basic step treads. In time, in fact, good treads pay for themselves by preventing costly rebuilding of stairways.



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Supreme Court Decision Establishes Policy on Segregation

(Continued From Page 32)

was the individual, not merely a group of individuals, who was entitled to the equal protection of the laws, *i.e.* that the rights created by the Fourteenth Amendment were personal rights.⁵ (While this was not necessarily a new idea it appears to have been first stated so emphatically in this case.)

From this it followed that equality could not be determined by comparing facilities furnished the two races and by averaging them. This was the position taken in the *McLaurin* and *Sweatt* cases decided by the court in 1950.⁶ In the *Sweatt* case, particularly, the court, in holding that attendance at a Negro school did not satisfy the individual's personal right to professional education, appeared to emphasize the idea that equality could be defined only in terms of identity. While these cases involved segregation in institutions of higher education, it appeared that it was only a matter of time until the court would apply this idea to public schools. In the case under discussion it has done so, thus relegating the "separate but equal" doctrine to oblivion.⁷

"CONSTITUTION IS COLOR-BLIND"

In the third place, this decision is significant because the court is vindicating or upholding the position taken by Justice Harlan in his dissenting opinion in the *Plessy* case. He said:

"Our Constitution is color-blind, and neither knows nor tolerates classes among citizens. . . . It is, therefore, to be regretted that this high tribunal, the final expositor of the fundamental law of the land, has reached the conclusion that it is competent for a state to regulate the enjoyment by citizens of their civil rights solely upon the basis of race."

In the fourth place, the court rejected the test of reasonableness laid down in earlier cases. In the *Plessy* case, the court, in holding that a law requiring the segregation of passengers in railroad coaches was constitutional, said:

"In determining the question of reasonableness . . . [the legislature]

is at liberty to act with reference to the established usages, customs and traditions of the people and with a view to the promotion of their comfort and the preservation of the public peace and good order."

In a later case (1910) the court indicated that it had not altered its previous stand on reasonableness when it said: "Regulations which are induced by the general sentiment of the community for whom they are made and upon whom they operate cannot be said to be unreasonable."⁸ In rejecting this test of reasonableness, the court has now substituted the test of social justice and has relied more upon the data of the social sciences than upon legal precedent.

REARGUMENT OF QUESTIONS

Finally, this case is more or less unique because the court deliberately failed to issue a decree as to when and how this decision would be made effective. Instead of so doing it stated that, in order that it might have the full assistance of the parties in the making of the decrees, it would restore the cases to the docket and would hear further arguments on this matter. As a consequence, it invited the attorney general of the United States, as well as the attorneys general of those states requiring or permitting segregation, to appear before it as *amici curiae* for reargument on the questions involved this fall.

This plan of separating the two phases—the decision itself and the decrees as to when and how the decision will become effective—has the effect of giving time for further consideration of the serious problems involved in the administration of the decision. While this may be deplored by some, it will, in all likelihood, ease the impact of the decision by permitting a reasonable length of time for the making of necessary adjustments.

As has been stated, this opinion was rendered in relation to four cases which had been joined. While the facts in these cases were different, they were joined because of a common legal question—the legality or

constitutionality of state laws requiring or permitting segregation in public schools. The cases from Kansas, Virginia and South Carolina had each been appealed from a three-judge federal district court which had denied the relief sought because of the "separate but equal" doctrine which held that "equality of treatment is accorded when the races are provided substantially equal facilities, even though these facilities be separate."

In the Delaware case, appealed from that state's supreme court, this doctrine was accepted also, but the court had ordered Negro children admitted to schools for whites because of the superiority of these schools. In all cases the plaintiffs had alleged that segregation deprived them of the equal protection of the laws under the Fourteenth Amendment of the Constitution of the United States, because "segregated public schools are not 'equal' and cannot be made 'equal.'"

The court, in its decision, pointed out that reargument on these cases, which took place in the fall of 1953 (they were first argued in 1952), was largely devoted to the nature and meaning of the Fourteenth Amendment and the circumstances surrounding its adoption in 1868. In considering these discussions and its own investigation, the court concluded they did not shed enough light on the matter to resolve the problem before it. In this connection, it said:

"At best, they are inconclusive. The most avid proponents of the post-war amendments undoubtedly intended them to remove all legal distinctions among 'all persons born or naturalized in the United States.'"

"Their opponents, just as certainly, were antagonistic to both the letter and the spirit of the amendments and wished them to have the most limited effect. What others in Congress and the state legislatures had in mind cannot be determined with any degree of certainty."

EFFECT ON EDUCATION

Continuing, the court pointed out that it was not surprising that there was so little in the history of this amendment that related to the intended effect on public education because of the status of education, particularly in the South, at the time the amendment was passed.

After considering the Fourteenth Amendment, the court reviewed the cases involving segregation which it

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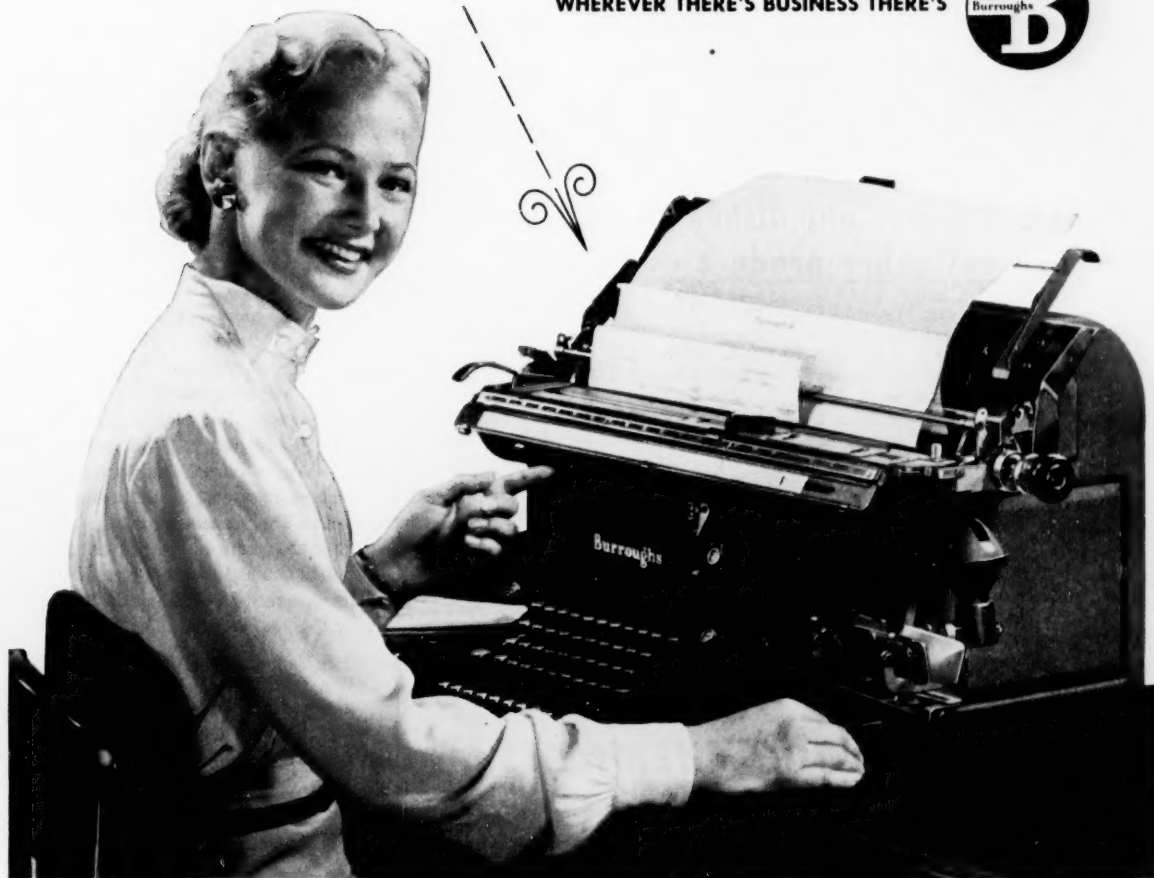
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had previously decided and, in the case before it, noted the absence of a factor that had previously existed. Here the question of inequality between Negro and white schools, on the basis of such things as teachers and curriculums, was not at issue. Consequently, the court reasoned that it could not base its decision upon a comparison of "tangible" factors in schools for each of the races but "must look instead to the effect of segregation itself on public education."

In elaboration of this point it made the following significant statement,

revealing the reason the court decided this case in terms of social welfare rather than legal precedent.

"In approaching this problem, we cannot turn the clock back to 1868, when the amendment was adopted, or even to 1896, when *Plessy v. Ferguson* was written. We must consider public education in the light of its full development and its present place in American life throughout the nation. Only in this way can it be determined if segregation in public schools deprives these plaintiffs of the equal protection of the laws.

"Today, education is perhaps the most important function of state and local governments. Compulsory school attendance laws and the great expenditures for education both demonstrate our recognition of the importance of education to our democratic society.

"It is required in the performance of our most basic public responsibilities, even service in the armed forces. It is the very foundation of good citizenship. Today it is a principal instrument in awakening the child to cultural values, in preparing him for later professional training, and in helping him to adjust normally to his environment."

The real question before the court, then, as it conceived it, was: "Does segregation of children in public schools solely on the basis of race, even though the physical facilities and other 'tangible' factors may be equal, deprive the children of the minority group of equal educational opportunities?"

PSYCHOLOGICAL EFFECTS

The court gave its answer in the affirmative. It pointed out that the court's findings in the *Sweatt* and *McLaurin* cases, mentioned earlier, to the effect that intangible considerations—those incapable of objective measurement—make, in part, the differences between equality and inequality and are equally applicable to elementary and high school children. It argued that separation of races had psychological effects upon the children which resulted in inequality and added:

"The effect of this separation on their educational opportunities was well stated by a finding in the *Kansas* case [*Brown v. Board of Education*, 98 F. Supp. 797] by a court which nevertheless felt compelled to rule against the Negro plaintiffs:

"Segregation of white and colored children in public schools has a detrimental effect upon the colored children. The impact is greater when it has the sanction of the law; for the policy of separating the races is usually interpreted as denoting the inferiority of the Negro group.

"A sense of inferiority affects the motivation of a child to learn. Segregation with the sanction of law, therefore, has a tendency to retard the educational and mental development of Negro children and to deprive them of some of the benefits they would receive in a racially integrated school system."

"Whatever may have been the ex-



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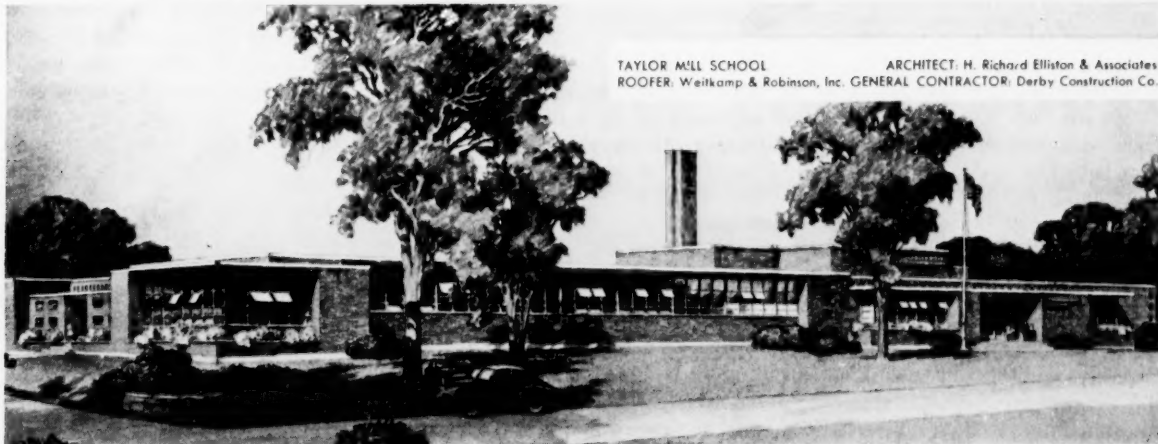
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tent of psychological knowledge at the time of *Plessy v. Ferguson*, this finding is amply supported by modern authority. Any language in *Plessy v. Ferguson* contrary to this finding is rejected.

"We conclude that in the field of public education the doctrine of 'separate but equal' has no place. Separate educational facilities are inherently unequal."

As a result, the court ruled that, because segregation deprived children of the equal protection of the laws guaranteed by the Fourteenth Amendment, it was unconstitutional.

In another case, an appeal from the District of Columbia, reported at the same time, the court outlawed the policy of segregating children in the public schools of Washington, D.C.⁹ This case was treated separately because, unlike the other four, it involved the constitutionality of an act of Congress, rather than a state law. Here the court held that the act permitting segregation was in violation of the "due process" clause of the Fifth Amendment and thus unconstitutional. In so holding, it said, in part:

"Liberty under law extends to the full range of conduct which an indi-

vidual is free to pursue, and it cannot be restricted except for a proper governmental objective.

"Segregation in public education is not reasonably related to any proper governmental objective, and thus it imposes on Negro children of the District of Columbia a burden that constitutes an arbitrary deprivation of their liberty in violating the due process clause."

Needless to say, while these decisions outlaw segregation as a policy in public education, segregation as a practice will be with us for some time. In all probability this decision will affect practice but slightly during the next year or so. It will, undoubtedly, be almost a year before the court will enter its decrees in these cases. Arguments on the questions of how and when this decision is to be made effective will take place in October, in all probability, and the decrees will not be entered for some time after that. Then it is possible the court may incorporate in its decrees some plan for abolishing segregation gradually rather than at "one fell swoop."

At any rate, in order to meet the exigencies of the situation, some states may develop new plans for public edu-

cation that will lead to additional litigation before their constitutionality is finally determined. So, segregation as a practice is not terminated as of the date of this decision. The present status of the problem may be summarized by saying that segregation, as an educational policy, no longer has judicial sanction.

AFFECTS 160,000,000 PEOPLE

This is not said to minimize the effects of this decision, as to do so would be impossible. In the states primarily affected by this decision are to be found some eight million white and some two and one-half million Negro children—about 40 per cent of all school children in the United States—whose future adjustment is at stake. Any decision that affects that large a group and that has social implications for some 160,000,000 people cannot be minimized.

Lest the effects of this decision be considered solely in terms of the pupils affected, it should be pointed out that there is yet another group whose security and welfare are at stake—the Negro teachers and administrators who have been staffing the segregated Negro schools. The problem of integrating this great body of teachers into a new integrated school system is one to tax the ingenuity of our educational leadership. Just how this will be achieved remains to be seen. All that can be said, in this connection, at this time, is that the problem should be easier of solution now, when we are faced with a teacher shortage, than it would have been had it occurred at a time when there was a surplus of teachers.

Footnote References

¹U.S. Supreme Court, Nos. 1, 2, 4 and 10, October Term, 1953. 22 Law Week 4245, May 18, 1954.

²*Plessy v. Ferguson*, 163 U.S. 537, 16 S. Ct. 1138 (1896).

³*Roberts v. City of Boston*, 5 Cush. 198 (Mass.) (1850).

⁴*Missouri v. Conada*, 305 U.S. 337 (1938).

⁵*Mitchell v. United States*, 313 U.S. 80 (1941).

⁶*McLaurin v. Oklahoma State Regents for Higher Education*, 339 U.S. 637 (1950); *Sweatt v. Painter*, 339 U.S. 629 (1950).

⁷For a more detailed consideration of this matter see Garber, Lee O.: What the Courts Say About Segregation, *The Nation's Schools* 49:78 (May) 1952, and Garber, Lee O.: Legal Aspects of Racial Segregation in Public Schools, *The Yearbook of School Law*, Philadelphia, 1952, p. 75.

⁸*Chiles v. Chesapeake and Ohio Railway Co.*, 218 U.S. 71 (1910).

⁹U.S. Supreme Court, No. 8, October Term, 1953. 22 Law Week 4249, May 18, 1954.

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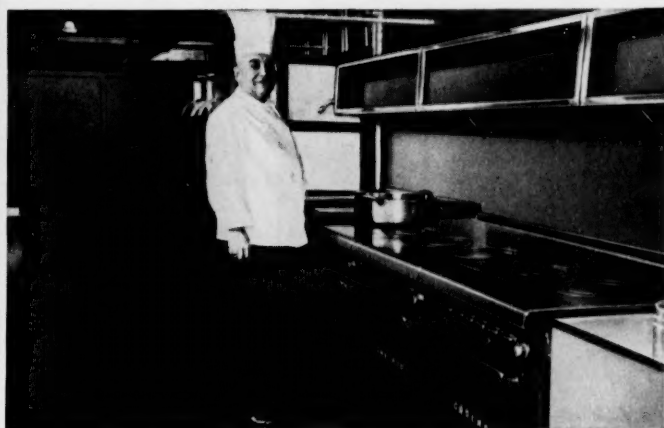


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Process of Race Integration Usually Proceeds Smoothly

Book Review by R. L. HUNT

Executive Director, Religion and Public Education
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THE NEGRO AND THE SCHOOLS.

By Harry S. Ashmore, Chapel Hill:
University of North Carolina Press.
1954. \$2.75. Pp. 228.

THE decision of the United States Supreme Court on May 17, declaring that racial segregation in the public schools is unconstitutional, is one milestone in a long process. Racial segregation in the public schools has been a result of social and economic processes in the community. Social and economic forces have long been moving in the direction of a larger opportunity for the common man. For their new task, school administrators in the districts affected will find in "The Negro and the Schools" a timely compilation of facts and experience.

Public schools in the southern states were delayed in development until after the Civil War. From virtually

Foundation financed) made possible investigation by 45 scholars of 25 communities which had recently made, or were in the process of making, transition from segregation to integration of the races in their public schools. The communities ranged in size from 8500 to 3,600,000 people, in geographic distribution from New Jersey to New Mexico. In addition, the scholars compiled the experience of the South in higher education. All these studies are summarized in "The Negro and the Schools" by the editor of the *Arkansas Gazette*, Harry S. Ashmore of Little Rock.

No university administration in the South, public or private, actively sought to abandon segregation until it was faced with what its board of trustees could agree was inevitable. In June 1938 the first Negro to enter a white university under a court order

Current Expenditures per Pupil for White and Negro Children

	1940		1952		Negro as % of White	
	White	Negro	White	Negro	1940	1952
South.....	\$50.14	\$21.54	\$164.83	\$115.08	43%	70%
Alabama.....	41.38	13.85	127.72	102.25	33	80
Arkansas.....	30.10	13.01	102.05	67.75	43	66
Florida.....	62.78	27.36	195.01	153.24	44	79
Georgia.....	46.70	14.61	163.76	110.59	31	68
Louisiana.....	63.59	20.33	n.a.	n.a.	32
Mississippi.....	41.71	7.24	117.43	35.27	17	30
North Carolina.....	41.69	27.30	152.20	128.67	65	85
Oklahoma.....	59.10	62.81	n.a.	n.a.	106
South Carolina.....	50.81	15.16	159.34	95.65	30	60

nothing, public schools have developed to the substantial status illustrated by the accompanying table (reproduced from the book) on current expenditures per pupil.

How do we go about integration of the races in the public schools? A lot of experience has been accumulated that should help in meeting current problems. A grant from the Fund for the Advancement of Education (Ford

was graduated 12th in a class of 37 at the University of Maryland School of Law. Of his experience Donald Murray has written:

"I attended the University of Maryland law school for three years, during which time I took all of the classes with the rest of the students . . . and at no time whatever did I meet any attempt at segregation or unfavorable treatment on the part of any student

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in the school or any professor or assistant professor."

More than 2000 Negro students are now reported to be attending southern colleges and universities formerly all white.

The typical process has been this: first, official resistance; then, when admission policies are changed through court action or legislation, fair and even-handed application of the policy. In 1953 field studies on 17 of the 22 integrated campuses turned up several instances of near friction, but no serious incidents.

The director of the studies, Prof. Guy B. Johnson of the University of North Carolina, postscrips his report:

"In almost every instance where a state institution was faced with the fact that it might actually have Negroes, there were serious predictions of violence and bloodshed if this thing came to pass. To the best of our knowledge, the first drop of blood is yet to be shed."

On the whole, white students have been indifferent to or sympathetic with newly arrived Negro students. On some of the campuses a small minority is quite bitter, and on the other extreme a small minority usually takes an active, friendly interest in the welfare of the Negroes. Faculty members report that few southern Negroes have the prior scholastic training that would enable them to compete on equal terms with white students.

NO BOYCOTTS

"Nowhere has the admission of Negroes produced anything like a boycott, nor has it been made a prime political issue," says Mr. Ashmore.

From southern experience also comes the story of the battle of the ballots. When the courts ruled that primaries were an integral part of the electoral process and therefore subject to the guaranties of the federal Constitution, one state repealed its state election laws and reconstituted the state Democratic Party as a private organization. Yet after the courts had ruled that last resort out of bounds, Negroes went to the polls without provoking the widespread violence so freely prophesied.

Since no southern community had as yet abandoned separate education at the public school level of its own volition, experience at the elementary and secondary level was sought in the non-South. Tucson, Ariz., for example, integrated its public schools in 1951.

A substantial Mexican-American community had already been integrated, but Negroes, 6.1 per cent of the population, had been required to send their children to separate schools below the high school level. School officials had been preparing for the integration move, and there was active support among leading church and civic groups. The school board went the whole way from the beginning.

MANDATORY INTEGRATION

New Jersey, Illinois and Indiana made integration mandatory in 1947 and 1949. New Jersey accomplished integration in 40 school districts without use of compulsory powers given to its Division Against Discrimination. Negro teachers did not lose; 645 Negro teachers were employed in New Jersey in 1953 as compared with 479 when the program began.

Should we integrate all at once?
Says Mr. Ashmore:

"Proponents of the gradual approach argue that it minimizes public resistance to integration. But some school officials who have experienced it believe the reverse is true. A markedly gradual program, they contend, particularly one which involves the continued maintenance of some separate schools, invites opposition and allows time for it to be organized. Whatever the merit of this argument, the case histories clearly indicate a tendency for local political pressure to be applied by both sides when the question of integration is raised, and when policies remain unsettled for a protracted period the pressures mount."

Should we integrate faculties?

"Protests from parents against integrated faculties have been common, but they tended to diminish and even to disappear as the experience is continued. . . . Many administrators report a remarkable change of heart on the part of those who initially objected to faculty integration after they had had personal experiences with it. . . .

"With few exceptions, white teachers have tended to take a professional view of the matter and subordinate any adverse personal reaction they may have had. Like administrators, teachers have had training by which they know that children of all races are more alike than they are different."

Some administrators have met initial objections against integrated faculties with assurances that transfers would be granted to teachers or pupils if they were dissatisfied after a rea-

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sonable trial period; in practice this has resulted in few transfers.

For many years, southerners have demonstrated their faith in education by spending a higher proportion of their total personal income for education than has the rest of the nation, 3.3 per cent for the South as against 2.7 per cent for the non-South. With one-sixth of the nation's income, the southern states have had to take care of one-third of the children. The region's white-Negro gap in current expenditures has been closing at an accelerating rate so that for the South

as a whole the operating deficit for the Negro schools has been cut to 6 per cent of the total operating budget. That should not obscure the equally relevant fact that there are still districts where local school taxes will have to be doubled if the racial discrepancy in per pupil expenditures is to be wiped out at a stroke.

To eliminate all substandard schools, white as well as Negro, in the South would cost about \$1.7 billion. About one-third of the current capital deficit is now accounted for by Negro school facilities, although Negroes make up

only about one-fourth of the total school population.

Present estimates are that by 1962 the South's average daily school attendance will reach 9,100,000 pupils, an increase of about 16 per cent over the current school year. The region's school building program is already subject to special pressures created by the shift in population from rural to urban areas. Aside from eliminating the present capital deficit for both races, there appears to be a need for about \$1.3 billion for schools.

White-Negro "equalization," considered in a total perspective of the needs of the South's school system, thus is a secondary item in a budget that takes into account an increasing school population, urban-rural equalization, and a modest degree of general improvements. Current expenditures of about \$1.8 billion would be required to accommodate an average daily attendance of 9,100,000 pupils and to maintain white-Negro equalization.

Can the South afford such costs? If the income of the South continues to rise at the rate of 3.1 per cent per year and if the South continues to spend 3.3 per cent of its income on public schools, the answer is Yes.

Another possibility of speeding the closing of the gap is federal aid to education. In his 1954 State of the Union Message, President Eisenhower endorsed the principle of federal aid for school construction.

REPORTS ON FIELD STUDIES

Soon to come from the University of North Carolina Press are detailed reports of these field studies: "Community Case Studies of Educational Integration," edited by Robin Williams; "Bi-Racial Aspects of Education in the South," edited by Truman Pierce, John MacLachlan, Ernst Swanson, and Philip Hammer, and "Integration in Southern Higher Education," edited by Guy Johnson.

The job of the public school administrator in some communities promises to be as difficult as defense of the Constitution along other battle lines. But, after seeing the newspaper reports from Greensboro, N.C., and other points which are proceeding to integration without waiting for further instructions from the court, I believe that further progress toward the democratic ideals for which our public schools exist will well reward school administrators for present troubles.



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New Standards for School Buses Proposed at National Conference

THE yellow school bus, in a machine-like way, has a friendliness that few other vehicles capture.

As it winds its way along the busy dual highways or dusty country roads to meet appointments with the children who stand by the roadside, the school bus is familiar to people in

every state. But few are actually aware of the greatness and importance of this pupil transportation operation. Nearly eight million children, more than one out of every four attending the public schools, depend upon the school bus for a safe trip to and from their school. Educational opportuni-

ties that would not be possible without this transportation service are now being provided for many children living in small towns and rural areas.

Plans for the continued improvement of pupil transportation in the United States were made at the National Conference on School Transportation held at Michigan State College this spring. This conference, the fourth in a series which began in 1939, was administered by the N.E.A. National Commission on Safety Education and sponsored by the National Council of Chief State School Officers, U.S. Office of Education, American Association of School Administrators, and N.E.A. Department of Rural Education.

The minimum standards for the construction of school buses adopted and recommended by the previous national conferences to ensure safe transportation equipment and to enable automobile manufacturers to make buses more economically were again given major attention. These standards were reviewed and modified by state education department transportation officials from 40 states, together with other representatives of state, county and local school systems, safety specialists, and engineers and technicians concerned with the manufacture of school bus chassis, bodies and equipment.

CHANGES EXAMINED CAREFULLY

Five regional conferences attended by 31 state supervisors of pupil transportation were held in preparation for this national meeting during the last half of 1953. These groups discussed problems and suggested standard changes which they believed should be considered by the full conference. All changes finally adopted were examined carefully in terms of increasing the safety of pupil passengers as well as lengthening school bus life and thus providing increased economy for state and local school systems.

Among the specific changes adopted is a recommendation for greater battery capacity and larger generator output. The new standard includes an alternative for a 12 volt battery and raises generator output from 25 to 40 amperes. This increased electrical power was adopted to care for the increased demands for warning signal lamps, heaters, defrosters and generally improved school bus lighting.

More detailed specifications for air brakes on larger school buses were drawn up. The new requirements include a safety valve on the air brake

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system reservoir and a low pressure indicator to warn the driver when air pressure drops below 60 pounds per square inch.

Standards for bus aisle width at the tops of seat backs were increased from 12 to 15 inches and the minimum inside height was increased from 66 to 68 inches. Ceilings of buses over the aisle are to be free of all projections.

Other changes in standards included a requirement for a visible signal on the instrument panel actuated by the emergency door to warn the driver when the emergency door is not fully closed, stronger rear bumpers, stronger material for gasoline tanks, and a partition just ahead of the first seat inside the service door to prevent pupils from being thrown into the step-well in case of sudden stop. The new recommended standards would also require all school buses to be equipped with turn-signal units and alternately flashing red lights, two showing to the front and two showing to the rear.

For the first time at a full national conference standards were developed and adopted for the metropolitan and transit types of buses which are designed primarily to serve suburban areas and increasingly are being used by school systems. In these standards, as in those for the conventional type of bus, chief consideration was given to safe, economical transportation.

OTHER PROBLEMS CONSIDERED

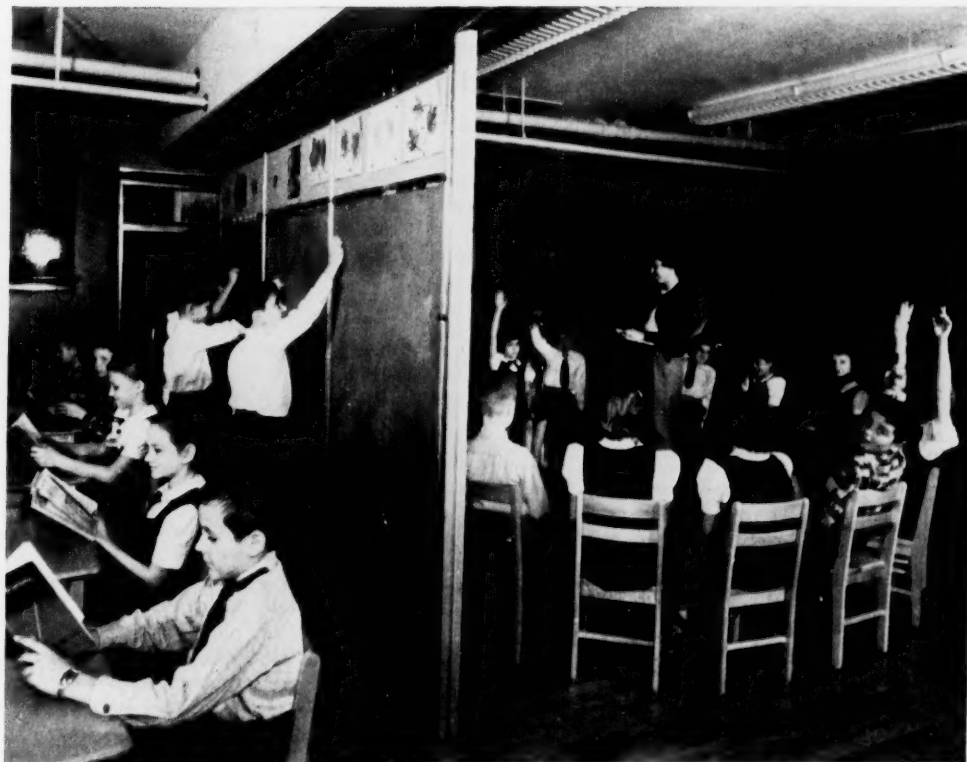
Attention was also given to problems and practices involved in providing training programs for school bus drivers; adequate transportation insurance; an appropriate system of pupil transportation records and reports; programs of school bus maintenance and inspection, and the educational uses of buses.

Although these conferences actually do no more than make recommendations, since actual standards and operating procedures must be established by each state, the importance of their recommendations is evident because about 44 states now have some degree of enforcement of the standards developed by the previous conferences.

J. O. Mattson, president of the Automotive Safety Foundation, expressed another important characteristic of the conference when he described it as "one of the finest examples of industry-education cooperation to be found anywhere."—Reported by ROBERT M. ISENBERG, assistant director for rural service, N.E.A.

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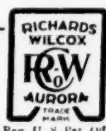
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A model for desegregation

► Within a few hours after the U.S. Supreme Court ruled against segregation in public schools, President Eisenhower said:

"I hope the nation's capital will become a model for other areas that will have changeover problems because of the Supreme Court ruling."

Supt. Hobart Corning of the District of Columbia schools welcomed this sentiment, but he hardly needed it to spur him on. The court's ruling ended a long period of uncertainty in the planning for the capital's public school system. "Now we know where we're going," said one school official.

And the capital public schools began to move straight toward complete desegregation. The District of Columbia Board of Education promptly approved a policy statement ending segregation. Supt. Corning presented a plan to carry out that policy. White and Negro teachers came to meetings and conferences in search of answers to the hundreds of questions that popped all around them. P.T.A. groups began to consider ways to merge white and Negro membership.

The board's policy statement was adopted with but a minimum of dissension and delay. "We affirm," declared the board, "our intention to secure the right of every child within his own capacity to the full, equal and impartial use of all school facilities and the right of all qualified teachers to teach where needed within the school system."

Immediately after, Supt. Corning abolished the two "divisions" (white and Negro) into which the schools had been separated. He proposed that the city's teacher colleges and technical schools be opened to all students regardless of race by September 1954. The opening of elementary and secondary schools to whites and Negroes alike was to be carried out "on an orderly and natural basis"—which implied not earlier than September 1955.

(A number of overcrowded Negro schools were to be given relief immediately by transfer of some pupils to what had heretofore been white schools, but these were to be considered emergency cases.)

"Definite boundaries will be established for each school to make the optimum use of the school by the pupils living in its immediate area," Dr. Corning set forth in his plan. These boundaries will, of course, ignore racial groupings in the neighborhoods. It is the drawing of these boundaries that would make it mechanically impossible to bring about complete desegregation in time for this fall's school opening, officials said.

Teachers, the Corning plan states further, will generally remain in their present assignments but will be transferred to other schools "to meet the needs of the service." The same rule would apply to principals. Supervisors who heretofore have been working on a "divisional" (racial) basis will serve on a citywide basis.

An important part of Dr. Corning's plan is to continue the workshops and institutes on the "human aspects" of integration confronting teachers. These workshops had been started months before the Supreme Court ruling and dealt generally with improving understanding in human relations. This fall the discussions will revolve specifically around the new conditions that will exist in the public schools of the District of Columbia.

All this the townspeople are taking calmly. A few dissident white families threaten to move across the lines to Maryland or Virginia (where desegregation would be postponed at the latest only until 1955 or 1956); a few Negro spokesmen complain Dr. Corning is not moving fast enough. But Dr. Corning remarked: "What we are doing in desegregating certain areas of the school system is in advance of any present requirement of the Supreme Court ruling."

In the excitement of the history making event, many people overlooked the fact that the Supreme Court did not order an end to segregation on May 17. It stated a philosophy—that to keep school children apart because of race is not in harmony with present-day understanding of child growth, is an affront to the present-day status of the Negro people, and therefore is not in harmony with the spirit of the Constitution. To give this philosophy force, the court still has to issue decrees. And that will require reargument on two of the unanswered questions the justices posed last year—questions dealing with implementing a decision.

In separating the statement of philosophy from the issuing of decrees, the Supreme Court has kept to its course of caution and the softening-up process. The justices will probably continue to stick to that evolutionary method. After the rearguments take place in October, the issuing of de-

"You can go to school a few years from now."



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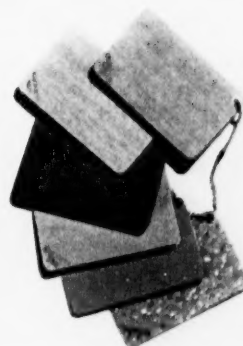
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crees can be delayed until the people of the states are ready for them. Or the decrees can set up long-range deadlines for carrying out integration. Meanwhile, the nation will have the experiences of the District of Columbia as a model.

Smearing or hearing?

► Sweeping charges against public education have been made at hearings of the Reece committee investigating tax exempt foundations.

The fact that most of these charges were not supported by carefully sifted evidence does not make the situation less serious for Washington educators. In today's climate, a charge is a charge and sticks. It will take many words and facts before educators in Washington can erase the stigma of these accusations.

The first charge was that public education, working with tax exempt foundations, has indoctrinated the American boy and girl with a zeal for a "new social order" far removed from good Americanism.

The second charge was that the N.E.A. is part of an "interlock" which, using foundation funds, has been overzealous in preaching a breakdown of local authority in favor of "worldism."

Chief exponent of the first view is Norman Dodd, director of research for the Reece committee; exponent of the second view is Aaron Sargent, a San Francisco lawyer active in the Sons of the American Revolution.

Mr. Dodd's position is recorded in a report of the Reece committee work since its creation in 1953. What the committee should have been doing was to examine the activities of foundations to see whether they were entitled to tax exempt status. But Mr. Dodd came to the conclusion that he would not be of much help to the committee if he concentrated on the internal practices and grant making policies of the foundations. He turned his staff instead to the political and social changes that have taken place since 1933 and to the thesis that foundations have been making grants to educational groups "to help develop public readiness for these drastic changes."

Mr. Dodd's staff began to investigate a dozen or so educational organizations and their tie-in, if any, to the foundations. Here is the finding, as presented to the Reece committee:

"Our study of these entities and their relationship to each other seems

to warrant the inference that they constitute a highly efficient, functioning whole. Its product is apparently an educational curriculum designed to indoctrinate the American student from matriculation to the consummation of his education. It contrasts sharply with the freedom of the individual as the cornerstone of our social structure. . . .

"The demand for their product seems to come from such strong and sizable aggregations of interests as the National Education Association and the American Council on Education, whose authorities seem to see in it the means by which education can render a national service. . . ."

The report goes on to say that other groups, such as the National Council of Churches and the P.T.A. (presumably the national body), played a part in "adjusting the minds of American citizens to the idea of planning and to the marked changes that have taken place."

So much for the views of the committee staff. When outside witnesses were invited to appear, one of the first was Mr. Sargent. He seems to dislike the N.E.A. because to him the organization is too active on behalf of UNESCO, world understanding, and "radical ideas" in education.

Only Rep. Wayne L. Hayes (D.-Ohio), who is a member of the Reece committee, saw fit to challenge Mr. Sargent's assertions. These challenges created much of the heat and wrangling that have characterized the Reece committee hearings since they began on May 10.

Meanwhile, the N.E.A. and the American Council on Education are assembling facts for reply to the charges when they get the opportunity to do so. They do not yet know when they will get that opportunity.

President's proposals pass

► President Eisenhower's three-point program for education — cooperative research, a national advisory committee for education, and state and White House conferences—was submitted to the House of Representatives during May. All three measures passed.

The debates on these bills (which still require Senate approval) showed that when a Republican-led Congress is asked to vote on measures proposed by a Republican president the arguments used against them are no different from those used against measures

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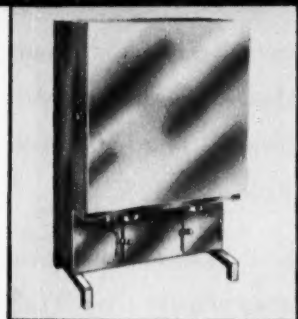
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introduced by leaders of the Democratic Party. The speeches against Mr. Eisenhower's proposals re-echoed the words used against federal education measures during the last 20 years.

The bill asking for cooperative research was met with the arguments that it was unnecessary, that states can carry on research without federal intervention, that it would create another and needless bureaucracy, that it would squander money at a time when the national debt is close to \$300 billion, that the facts on education are already available in the states.

Rep. Winstead (D.-Miss.), for example, used the classic lines, slightly adapted, that had been used as an argument against federal aid: "If the information for cooperative research is to be furnished by the states, why first send it to Washington and then send it back to the states?"

Rep. Rhodes (R.-Ariz.), chief spokesman for the measure, was patient. He explained that answers to educational problems are not available by push button, that they have to be searched for, analyzed and discovered and that cooperative research will spread this work among the states instead of concentrating it in Washington. To satisfy those who feared that cooperative research will call for "mushrooming expenditures" as time goes by, Rep. Rhodes proposed that not more than \$400,000 be granted for this activity in any one year. The bill passed by a 296 to 55 vote.

The second of President Eisenhower's proposals did not have such generous support. The bill seeking authorization for a national advisory committee on education passed by the narrower margin of 179 to 157.

A larger number of representatives opposed it not only for the standard reasons (see foregoing paragraph) but also because some felt that the advisory committee would duplicate the work of the "cooperative researchers" approved earlier. Rep. Wheeler, who saw no need for either bill, said: "If you need any advice relative to the educational problems of my state, the empire state of the South, Georgia, then you call—and you can charge it to my telephone call allowance—you call Dr. M. D. Collins, state school superintendent, and he will give you more practical advice in three minutes than you can get from all these commissions."

Rep. Frelinghuysen (R.-N.J.), sponsor of the bill, worked hard to make

things clear as he saw them. He said that the advisory committee on education would not try to solve the internal problems of states and would not duplicate the cooperative research activities but would supplement them. Still there was the question of money. And only after Rep. Frelinghuysen agreed that the nine-member advisory committee would not be compensated for its work (except for expenses) did the bill squeeze through to a favorable vote.

The President's suggestion for 48 state conferences on education to be topped by a White House conference was met on the floor of the House with two lines of arguments: (1) that they were as unnecessary as the first two activities and (2) action, not talk, is the great need today.

Said Rep. Smith (D.-Va.): "I think we have had about enough federal intervention in education. We better get back to the basic things we believe in and that is, leave educational matters to the states." Mr. Smith represented the bloc in Congress that wanted the federal government to do nothing for education.

Said Rep. Bailey (D.-W.Va.): "I can see nothing wrong in holding conferences, but at this time the most important thing in education is not talk, but action." Mr. Bailey represented the bloc in Congress that wanted immediate enactment of federal aid for school construction.

Said the bill's sponsor, Rep. Holt (R.-Calif.): "I admit that the conferences will not come up with any magic solution to the problems in education. Why, then, are we having a White House conference? The basic idea is to discover what rôle the federal government should play in education and what the citizens of the states can do to meet their educational needs." Mr. Holt explained further:

"The President will write the governor of your state a letter asking him if he wants to participate in this White House conference on education. If the governor so desires, then he will ask your state superintendent of instruction to take care of the details."

The bill passed 269 to 69 only after two provisions were written in:

1. The states are to get no money from the federal government to run their meetings.

2. The White House meeting must be held before Nov. 30, 1955 (presumably so that it does not extend into the election year of 1956).

JOHN S. ARMSTRONG ELEMENTARY SCHOOL Dallas, Texas

Architect: Goodwin & Cavitt

Acoustical Contractor: United Tile Co.

No classroom clatter in this sound-conditioned school

More school administrators are recognizing the harmful effects uncontrolled noise can have on classroom routine and are giving closer consideration to thorough acoustical treatment in their schools.

The John S. Armstrong Elementary School in Dallas, Texas, is a fine example of how proper sound conditioning can be used successfully to combat the noise problem. Here, ceilings of Armstrong's Cushiontone and Travertone soak up distracting sound and add beauty and fire-safety as well.

In the school's classrooms, music room, cafeteria, and kitchen, Cushiontone ceilings help provide quiet by preventing the build-up of high noise levels. A perforated wood fiber acoustical tile, Cushiontone is the ideal material to sound condition these large areas economically.

Where beauty and fire-safety were of added importance, as in the school's corridors and auditorium, ceilings of Armstrong's Travertone were chosen. Travertone's mineral wool composition is rated incombustible. Its handsomely fissured surface adds a note of distinction to any room.

Get full information on Cushiontone, Travertone, and Armstrong's other sound-conditioning materials from your Armstrong Acoustical Contractor. For the free booklet, "How to Select an Acoustical Material," write Armstrong Cork Company, 4207 Wabank Avenue, Lancaster, Penna.



Noise bouncing off the many hard surfaces in this classroom could build up to distracting levels were it not for the Cushiontone ceiling.



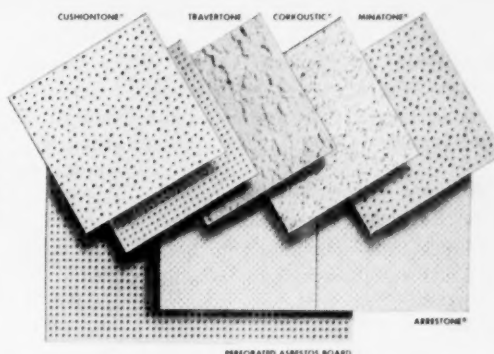
The music room required acoustical treatment on the walls and ceiling. Cushiontone was readily cemented to the curved wall surface.



Proper acoustics, dignified beauty, and fire-safety are provided the auditorium by the noise-absorbing ceiling of Armstrong's Travertone.



High sanitary standards are met in the kitchen by the Cushiontone ceiling. Easy to wash or repaint, the Cushiontone has been covered with a high gloss enamel paint.



ARMSTRONG'S ACOUSTICAL MATERIALS

NEWS IN REVIEW

Three Say They Will; Twelve Say They Won't

RICHMOND, VA.—Refusal to accept the anti-segregation order of the Supreme Court voluntarily was voiced here by governors or their official representatives from 12 southern states.

Of the states represented at the June 10 conference called by Gov. Thomas B. Stanley of Virginia, only West Virginia, Maryland and Kentucky, through their representatives, announced intention of conforming to the Supreme Court's decision.

No all-South policy was formulated, but it was revealed by Governor Stanley that the possibility of abandonment of the public school system and its replacement by a system of private schools was considered at the session. While there is some evidence of "seeing the handwriting on the wall," the state officers appeared willing to make a last ditch stand to preserve the social system of first and second-class citizens in the region where racial segregation permits equality to Negroes only in paying taxes and defending the nation in peace and war.

Periodic Progress Reports on Desegregation to Be Available

NASHVILLE, TENN.—Periodic reports on segregation problems in the South will be available on a monthly or more frequent basis beginning September 1.

The Southern Education Reporting Service meeting here June 6 voted to begin publication about September 1 of factual and impartial reports on the handling of the problems arising from the Supreme Court's decision against segregation in the public schools.

C. A. McKnight, editor of the *Charlotte News*, Charlotte, N.C., was named director of the project, which is financed by the Fund for the Advancement of Education, sponsored by the Ford Foundation.

Baltimore Public Schools Plan Early Desegregation

BALTIMORE.—On June 3 the board of school commissioners of Baltimore unanimously adopted the following resolution:

"In view of the decision of the Supreme Court regarding segregation in

public schools and in view of an opinion given us by the Baltimore city solicitor dated June 1, 1954, it is the opinion of this board that our system should be conformed to a nonsegregated basis to be in effect by the opening of schools in September of this year. In doing so, we would ask our staff to prepare material outlining the practical steps to be taken and that this material be presented at our next meeting."

John W. Lewis, assistant superintendent in Baltimore, said: "We shall proceed during the summer to put into effect the intent and purpose of the board's action."

On the state level in Maryland, Wendell B. Allen, president of the Maryland State Board of Education, called the segregation ruling "an epochal decision" and said that "this board should work to put desegregation into effect at the earliest possible date." However, on May 26 the state board voted to continue segregation for the 1954-55 school term.

Calmness, Deliberation Urged by Tennessee Governor

NASHVILLE, TENN.—State officials in Tennessee have made a plea for calmness on the nonsegregation issue. Frank G. Clement, governor, has said that the problem presented by the decision can be solved only after careful study, deliberation and judicious appraisal. Calmness and equity will be required, he said, "in whatever decision we shall reach in Tennessee."

Several months ago the governor declared that Tennessee's public schools would continue to operate regardless of the outcome of the court's deliberations.

Noncompliance Threatened by Georgia's Governor

ATLANTA, GA.—The governor of Georgia, Herman Talmadge, has declared that Georgia is not going to secede from the Union. He followed this statement, however, with the assertion that "the people of Georgia will not comply with the decision of the court."

"We're going to do whatever is necessary in Georgia to keep white children in white schools and colored children in colored schools," said Gov-

ernor Talmadge in a recorded interview on a nationwide radio network.

The Georgia attorney general, Eugene Cook, appearing on the same program, argued the Supreme Court statement about a feeling of inferiority. Reporting his own version of the principles of child development, Mr. Cook said, "I think perhaps Negroes will suffer an inferiority complex more if they're forced to integrate with white children, because complex and psychological factors will be a constant reminder that they are not up to par with the average white person."

Citizens Study Committee Appointed in Arkansas

LITTLE ROCK, ARK.—A statewide committee of citizens to study the problems involved in abolishing segregation in Arkansas public schools has been set up by the legislative council's committee on education. The report from the committee is due by September 1 so that plans can be laid before the meeting of the 60th general assembly here in January 1955.

Trustees of the Arkansas State School for the Deaf and Blind have already voted partial integration of classes of Negro and white vocational students.

A brief flurry of attention was created by the action on May 21 of the Sheridan school board, which voted unanimously to integrate white and Negro pupils at the secondary school level beginning in September of this year. Following a mass meeting of citizens, the board rescinded its action the following day.

Arch Ford, commissioner of education, declared that race relations in Arkansas are the best in the South and said he was confident that Arkansas will be able to meet the problem. Mr. Ford predicted that no immediate legislative action in Arkansas will be necessary.

Alabama Schools Await Next Move by State Officers

MONTGOMERY, ALA.—The attitude of the Alabama State Department of Education in the weeks since the announcement of the Supreme Court's decision has been that no ruling needs to come at this time from the department since Alabama "is not presently

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NEWS

affected, having no case in adjudication."

Several state legislators have called upon Gov. Gordon Persons to call the legislature into session immediately to find ways, as Sam Engelhardt, a state representative, said, "to keep every brick in our segregation wall intact."

The attitude of local school superintendents was illustrated by the comment by L. Frazer Banks, superintendent at Birmingham, who pointed out that "local boards of education in Alabama are locally elected but with their authority derived from the state constitution and state laws. We are, therefore, agencies of the state legally. Under these circumstances . . . any statement about the Alabama situation should come from a state official rather than a local one."

Court Decision Affects Florida School Building Plans

TALLAHASSEE, FLA.—The Supreme Court decision has affected schools in Florida in more ways than just the matter of pupil segregation. The \$120 million school construction program

authorized by the state will be greatly affected according to whether segregated or nonsegregated schools are to be provided.

Thomas D. Bailey, state superintendent of public instruction, has stated that Florida has an immediate problem of deciding whether it should continue with the school construction program or not. The program was originally set up on a "separate but equal" basis. Charley E. Johns, acting governor, said shortly after the decision was announced that he saw no need for a special session of the legislature.

South Carolina Halts Aid for New School Construction

COLUMBIA, S.C.—South Carolina's ambitious program to equalize Negro and white schools—while preserving their complete separation—has been halted by Gov. James F. Byrnes.

Governor Byrnes asked Chairman E. R. Crow of the Educational Finance Commission, which has allocated \$100 million for school construction in the last three years (two-thirds of it for Negro schools), to notify trustees in

every school district in South Carolina "to which an allotment has been made and where no contract has been formally executed" to halt further action. The commission met on June 10.

Governor Byrnes met with leading members of the state legislature on June 14 to discuss a possible special law making session on school legislation. Governor Byrnes stated that the next step is for the legislature to decide on a definite course of action.

A. J. Stoddard Retires As Superintendent at Los Angeles



A. J. Stoddard

LOS ANGELES.

—Affectionate recognition from his fellow educators was a high spot of the testimonial dinner given Alexander J. Stoddard, retiring superintendent of schools here. Three bound volumes of testimonial letters from educators and civic leaders were presented to Dr. Stoddard by Jordan L. Larson, president of the American Association of School Administrators, the organization Dr. Stoddard headed in 1936.

More than 1200 national and local educators and civic leaders met here on May 27 to recount the highlights of Dr. Stoddard's career from rural school teacher in Nebraska to the superintendency in Schenectady, N.Y., Providence, R.I., Denver, Philadelphia and Los Angeles. Special leadership to education nationwide was given by Dr. Stoddard as chairman of the Educational Policies Commission for a decade beginning in 1936 and as a member of the educational mission to Japan to advise General Douglas MacArthur in the reorganization of the Japanese school system.

Dr. Stoddard, who has reached the compulsory retirement age of 65, has been superintendent here since 1948. On the eve of his retirement Los Angeles school employees contributed \$10,000 in his name to the local P.T.A. dental clinic.

Anti-Poliomyelitis Vaccine Being Tested in 44 States

NEW YORK.—In the famous nationwide trial of a new anti-poliomyelitis vaccine, inoculations are being given to children from 44 states. The shots are not given in areas where polio is

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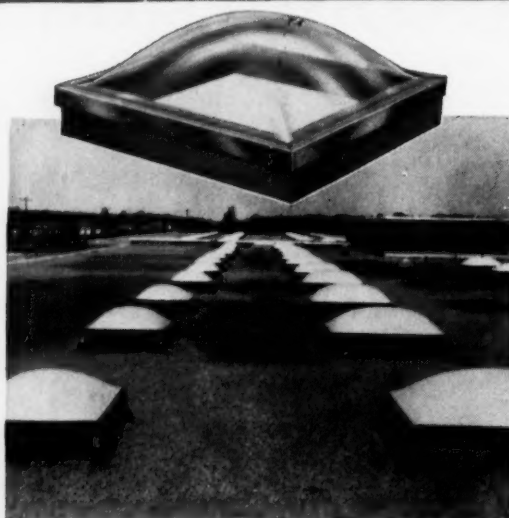
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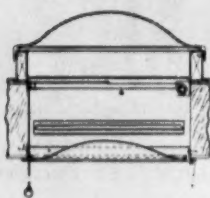
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NEWS

already prevalent, because the experiment is preventative rather than curative. Neither Georgia nor Arizona has joined because of early incidence of polio, and Maryland and Minnesota have not yet indicated interest in the tests.

In the states where the trial is being conducted the cooperation of parents, teachers and the children involved has contributed to the unusually smooth operation of the tests, reported Dr. Hart Van Ripper, medical director of the National Foundation for Infantile Paralysis.

Raymond P. Sloan Receives Citation from St. Lawrence

CANTON, N.Y.—Raymond P. Sloan, president of The Modern Hospital Publishing Company, Inc., of which THE NATION'S SCHOOLS is a division, was the recipient of an honorary degree of doctor of laws from St. Lawrence University, Canton, N.Y., at the university's recent commencement ceremonies.

Mr. Sloan is a trustee of Colby College, Waterville, Me., and a member of the board of directors of the Hospital Council of Greater New York, of the board of managers of the Memorial Center for Cancer and Allied Diseases of New York City, and of the New York State Charities Aid Association. For the last seven years he has lectured on hospital administration at the school of public health, Columbia University.

N.C.C.P.S. Sponsors 13 Week Radio Series on Schools

NEW YORK.—A radio series sponsored by the National Citizens Commission for the Public Schools, running for 13 weeks, dramatizes such topics as textbooks, buildings, curriculum, bond issues, and school boards.

The series, "Doorway to the Future," was produced on public service time donated by the American Broadcasting Company through funds made available by the Fund for the Republic. Listener response to the program is high, Henry Toy Jr., commission director, reported.

Illinois Business Officials Say "No" to Exhibits

MONTICELLO, ILL.—At the close of their 1954 convention, members of the Illinois Association of School Business Officials voted against having

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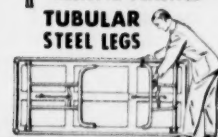
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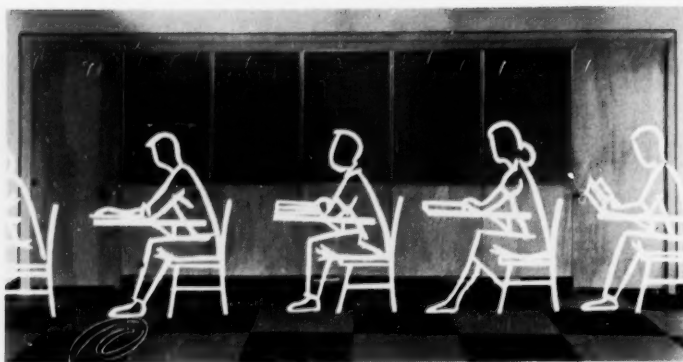
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NEWS

commercial exhibits at their annual meetings. At the same time they expressed satisfaction with the type of meeting which features exchange of "how to do it" ideas.

Meeting here at the Robert Allerton Park, the association elected the following officers to serve until the close of next year's convention: president, Oscar Lanphar, business manager, Evanston; vice president, E. John Scott, business manager, Quincy, and secretary-treasurer, Leland Armstrong, business manager, Oak Park.

The 1955 meeting will again be held at Allerton Park.

"Modern Ku Kluxers" Foster Irresponsible Criticisms

NEW YORK.—"Complacent indifference" was cited as the chief hindrance to good schools by David D. Henry, executive vice chancellor of New York University, when he spoke at the spring conference of the New York University School of Education. He decried the irresponsible criticism of schools by what he called "modern Ku Kluxers."

He described these critics as those who do not take financial or community responsibility for their schools or who try to use the schools for their particular political or partisan purpose or who vent their personal frustrations and failures on the inadequacies of the school systems.

"No national enemy," he said, "could have thought of a better strategy to weaken the United States than the present irrational, emotional effort to isolate the schools from public support and understanding."

Foreign Language Instruction Reaching Primary Pupils

NEW HAVEN, CONN. — Teaching kindergarten and primary grade youngsters to speak foreign languages has increased rapidly in the last three years throughout the nation.

Theodore Andersson, associate professor of French, Yale University, declared in a recent "Yale Interprets the News" broadcast that this rapidly expanding language movement has resulted in a general rejuvenation in the foreign language field and points the way to new methods of teaching music, art and even science to primary grade pupils.

Dr. Andersson reported that between 150 and 200 communities in

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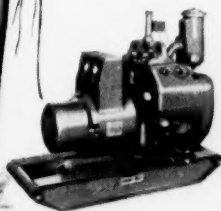
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NEWS

more than 30 states have inaugurated foreign language instruction in kindergarten and primary grades during the last three years.

New York Board Urged to Investigate "Segregation"

NEW YORK. — "We are living in a ghetto" in Harlem, with broken down schools and second-class academic standards, Justice Hubert T. Delany of the domestic relations court told a conference of the Intergroup

Committee on New York's Public Schools.

The committee urged the board of education to investigate the "segregated" schools of the city, stating that educational standards were lowered automatically when large numbers of Negroes and Puerto Ricans entered a school. The problem results largely from segregated housing, the committee charged, but the situation persists and lends itself to delinquency and discriminatory educational practices.

Kenneth B. Clark, associate professor of psychology at New York City College and a member of the committee, said that because of segregation, especially in the Harlem area, children "not only feel inferior but are inferior in academic achievement. It is no longer necessary to have specific technics for gerrymandering schools and excluding Negro children from academic and other specialized high schools. These children are not prepared to pass the tests for these academic and specialized schools.

"This is a most effective form of racial exclusion," he continued. "It is exclusion by damming up the source of future intellectual functioning. These children by virtue of inadequate elementary education cannot compete with other children in high school."

Survey of College Salaries Shows Decline in Real Income

NEW YORK. — A steady decline in the economic conditions of the college teacher was revealed in a recent publication of the Council for Financial Aid to Education.

Salary increases have not kept up with the rise in living costs. Top ranking professors in American colleges earn an average beginning salary of \$5554. Since 1940, the average salary increase has been about one-half the amount of rise in living costs, creating a decline in real income.

As a result of this, many of the nation's "best minds" have drifted away from college campuses to more highly paid positions in commerce, and fewer capable students are attracted to college teaching as a career, the survey report stated.

Wilson Compton, former president of the State College of Washington, is now president of the council.

Increase in Safety Courses Noted by Council

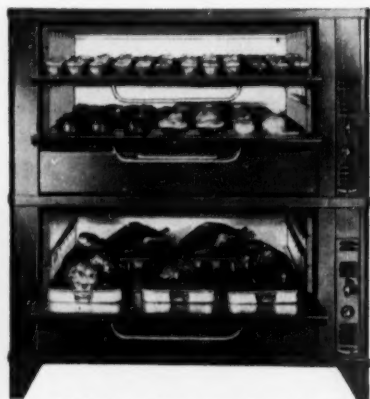
CHICAGO. — Ninety more colleges are offering courses in safety education this year than last year.

This increase in the number of colleges offering work in safety—338 colleges throughout the nation—was revealed in the 1954 edition of the annual publication by the National Safety Council, "Safety Courses for Teachers," which is now available to teachers and education students. The colleges are giving a total of 650 courses in the 1954-55 school year.

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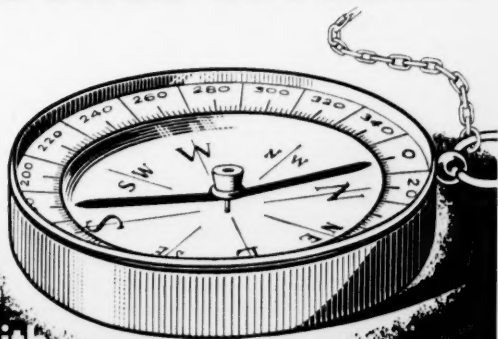
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READER OPINION

(Continued from Page 10)
of Overcommunication" in *Fortune* for March 1954. Perrin Stryker there makes the point that in industry there may be the danger of too much as well as too little information's being passed up and down the industrial hierarchy. The argument seems to be that there is evidence that information about some aspects of operation without a background difficult to get except in the management experience may be confusing or even frustrating

to foremen or others. Mr. Stryker warns, however, that the difficulties may be due to the failure of other procedures to keep pace with advances in industrial communication. This seems to me to be at least somewhat related to the problem of participation in policy-making.

I hope neither The NATION'S SCHOOLS nor Professor Cornell will lose interest in the vital problem of decision-making.—ROY C. TURNBAUGH, high school principal, Barrington, Ill.

NEWS

Plan Curriculum Through Study of Society, Conference Told

MINNEAPOLIS. — "Working Together for Better Teaching in These Times" was the subject of study at the Regional Instructional Conference here, sponsored by state and local education groups and by the N.E.A. and its departments.

Instructional problems as they are involved in the total school program rather than in individual subject matter fields was the special consideration of the 800 who attended.

Participants in the conference found that a sound approach to educational fundamentals requires a continuous study of society and its problems. "Education fundamentals," said Hollis L. Caswell, president-elect of Teachers College, Columbia University, "can be determined with assurance and attained with certainty only as teachers know our society and its values, its resources, and its potentialities at each stage of its development."

The question of school-community unity was also brought up. E. T. McSwain, dean of the school of education, Northwestern University, said: "The schools belong to all the people. All the members of a community as citizens have an obligation to be informed about an institution that affects the living and learning of all children and youths in the community. Conditions in the next few decades indicate the urgent need for laymen and school people to gain a better understanding of the function of democratic education."

New directions in curriculum definition were also brought up. Emphasis was placed on the orientation of the child to the demands and responsibilities that society will place upon him.

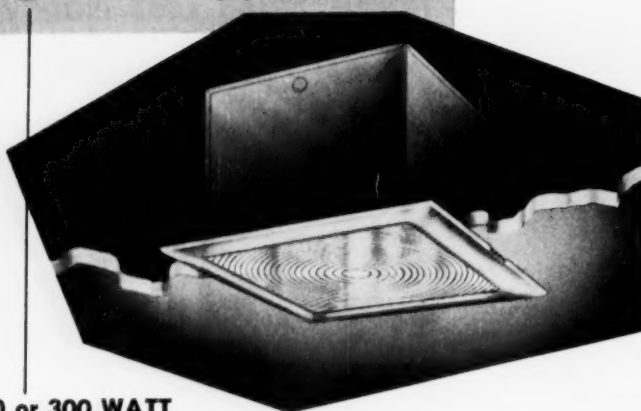
First Audio-Visual Conference for Negro Colleges Held

PETERSBURG, VA. — The first audio-visual conference for American institutions of higher learning for Negroes was held at Virginia State College here in May.

The conference concerned itself with the rôle which audio-visual teaching materials should play in the training of teachers and with new developments in that field.

The conference was sponsored jointly by the Conference of Presidents of Negro Land Grant Colleges and Teaching Film Custodians.

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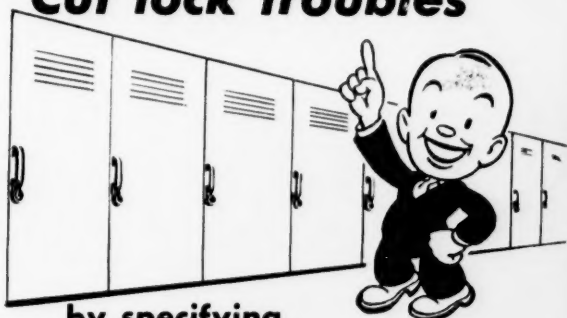


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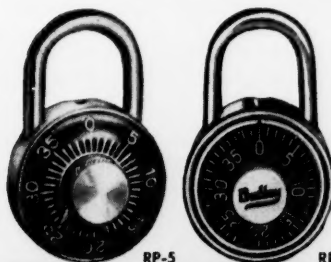
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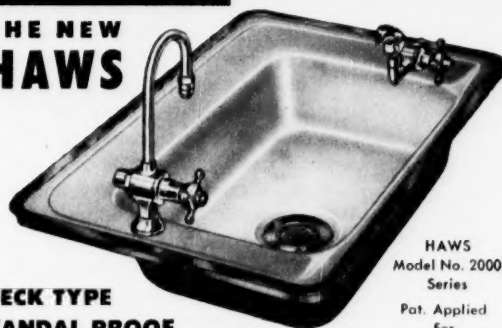
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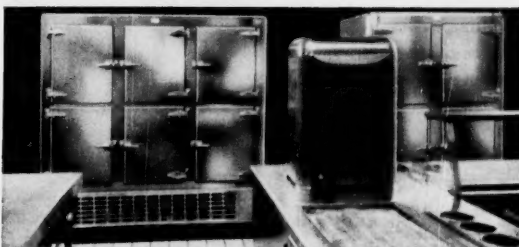
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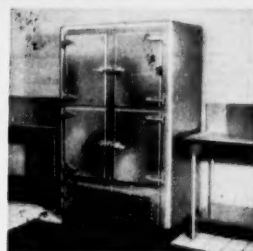


Left: Exterior view of the Neiman-Marcus downtown specialty store. A recent \$7,500,000 expansion program included doubling the space of this store, adding a new \$2,000,000 suburban store and a new \$1,000,000 service building to serve the two units. DeWitt and Swank of Dallas were the architects for the entire project.



Above: Part of the kitchen which serves the "Zodiac" Restaurant and two employee restaurants in the main store. Shown left to right... are HERRICK Models SP60B (6-door) and SP33B 4-door).

Right: A close-up of HERRICK Model SP33B in the Neiman-Marcus kitchen. HERRICK units for this kitchen were supplied by Huey and Philp, Dallas.



From a small, two-story building in 1907, Neiman-Marcus has grown to be one of the largest retail distributors of fine merchandise in the world. Pride of the southwest, this forward-looking organization has always pioneered in progressive merchandising. Neiman-Marcus *sells* the best... Neiman-Marcus *buys* the best. That's why they selected HERRICK Stainless Steel Refrigerators for the modern kitchen that services their smart, new "Zodiac" restaurant... as well as two employee restaurants. • When HERRICK Stainless Steel Refrigerators are on the job, foods are always kept at peak freshness and flavor. HERRICK'S complete food conditioning provides the ultimate in trouble-free refrigeration. For greater dollar value, buy HERRICK. Write today for the name of your nearest HERRICK supplier.

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NEWS

P.T.A. Argues Cause, Remedy for Delinquency

ATLANTIC CITY, N.J.—The ever increasing problem of juvenile delinquency and the need for more and better school construction throughout the United States were prominently featured at the 58th annual convention of the National Congress of Parents and Teachers, which was held here May 24 to 26.

Mrs. Newton P. Leonard of Providence, R.I., president of the organization, greeted more than 4000 delegates and visitors, representing 8,822,694 members throughout the United States, Hawaii and Alaska.

She said that "juvenile delinquents, so-called, are children in trouble, children in conflict—with the law, with society, with themselves. The last thing they need is to be branded with a dehumanizing label and a matching set of attitudes from members of the community." She urged the group's nearly nine million members to roll up their sleeves and "go to work on the many fronts to safeguard children and young people."

The problems facing the P.T.A. are "big" and "persistent," Mrs. Leonard said. She listed these as the "acute" teacher shortage, the need for new school construction, the influence of comic books on youngsters, and freedom of inquiry.

Margaret Mead, associate curator of the American Museum of Natural History in New York City, who headed a panel discussion on the topic of "How Fares the American Family?" defended teen-agers. Dr. Mead declared that much could be done to alleviate juvenile delinquency if youngsters who are unsuited for school and obviously unhappy were permitted to work when 14 years old. "Let them come back later on, . . . and I think that many of them will want to after a brush with the world," she said. "But first release them, because they are the ones who are compromising the education of those who want to be in school."

Dr. Mead also urged parents and teachers to encourage the remaining students to attend college.

Alice Keliher, professor of education at New York University, asked Dr. Mead if she were not disturbed by the fact that 50 per cent of the youngsters attending high school do not finish. The latter replied, "I am



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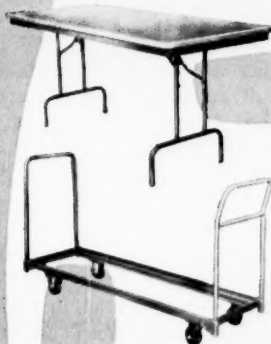
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NEWS

not in the least worried about those leaving because they are not happy."

There was further disagreement between those two panel members on the question of excessive television viewing. Dr. Keliher described some programs as "crime on horseback" and thought that something should be done about children spending as much as three hours a day before the television set.

Dr. Mead felt that those who used TV as a "baby sitter" while they pur-

sued other tasks were at fault. She suggested that instead of discouraging television, parents should integrate it into the family life and develop its educational possibilities through correct interpretation of stories presented and discussions of the subject matter.

Bertram M. Beck, another speaker at the convention, stated that juvenile delinquency has reached an all-time high. While in the past it was generally confined to the slum sections of the city, it has recently spread to the

"better sections," the residential suburbs and rural areas.

Pointing to these new conditions as "a sign of social decay," Mr. Beck, who is director of the Special Delinquency Project of the Department of Health, Education, and Welfare, said that the majority of states and localities lack the most basic institutions and personnel to prevent or cure delinquency.

Mr. Beck called public lethargy "the greatest obstacle to the success of the P.T.A. program" against juvenile delinquency. In 1953, he said, juvenile courts had to deal with more cases than in any previous year covered by statistics. The increase between 1948 and 1952 alone was 29 per cent. During the one year of 1952 and 1953, the increase was 13 per cent. Young people today are responsible for a major portion of crimes committed.

The U.S. Commissioner of Education, Samuel Brownell, said that the public school system is 340,000 classrooms short and is dropping farther behind at a rate of 67,000 a year.

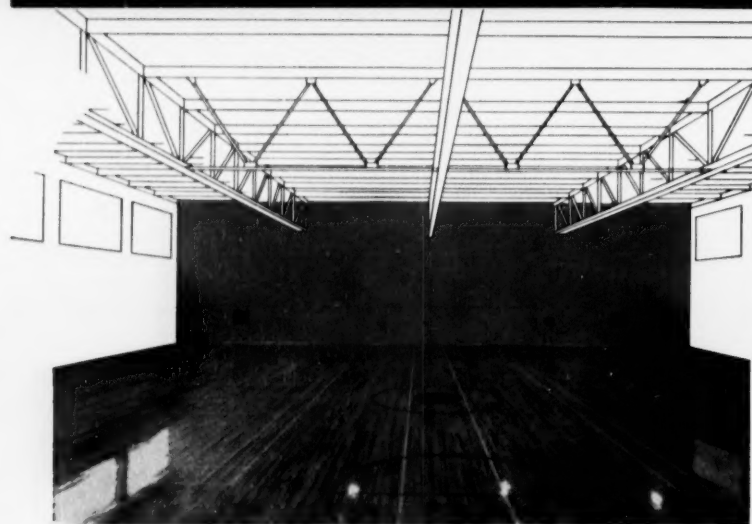
He said that 117,000 new classrooms a year are required to meet current needs, but "we now are building approximately 50,000 a year." Dr. Brownell emphasized that his figures did not include space needs for higher education.

The teacher shortage presents "an even more serious challenge," as the United States began the current school year with a shortage of 72,000 qualified teachers.

"One of the major factors in America's being able to withstand the onslaught of communism is the good educational facilities so prevalent in this country." So stated Jordan L. Larson, president of the American Association of School Administrators, in a panel section discussion.

"Evidence of the correlation between good schools and the spread of communism can be found in examining those countries which embrace that form of government," stated Dr. Larson. "The Communist party has been able to make its strongest inroads only in those countries which are greatly lacking in education facilities. We have the best schools in the history of the world and we have the best teachers. Our arrangement of local control over schools is probably the best safeguard of our democratic way of life."

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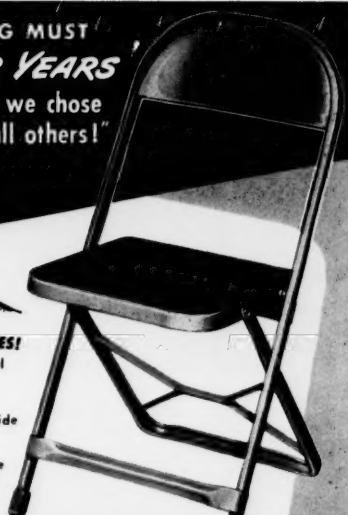
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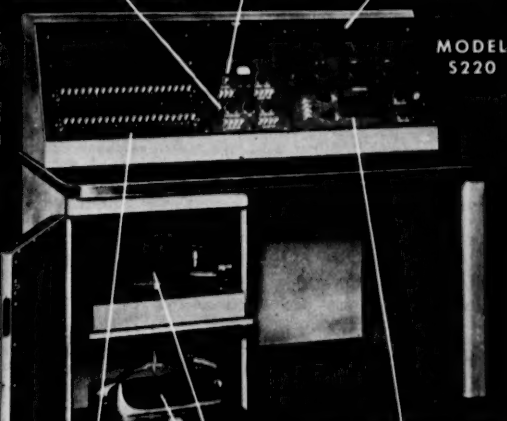
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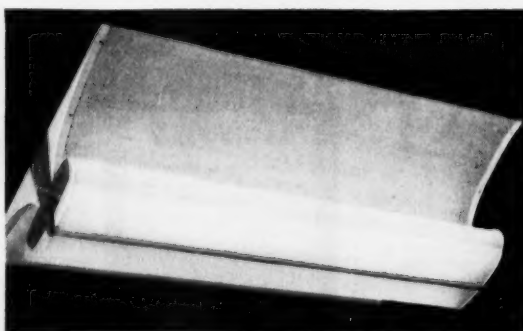
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ABOUT PEOPLE

APPOINTMENTS . . .

Frank B. Toalson, principal of the high school at Dodge City, Kan., for the last seven years, to superintendency there August 1, succeeding **W. G. Crawford**, who has joined the staff of Washington State College, Pullman.

D. Wayne Frazer, superintendent, Gothenberg, Neb., to superintendency at York, Neb.

William Bolt, principal of the high school, Spencer, Iowa, to superintendency at Perry, Iowa.

Dana Whitmer, assistant superintendent, Gary, Ind., to superintendency at Pontiac, Mich. He succeeds **Frank J. DuFrain**, who is retiring.

John R. Johnston, principal, Elmwood, Neb., to superintendency at Polk, Neb.

Louis R. Blumberg, principal, Fallsburgh, N.Y., to superintendency there.

Harvey B. Scribner, superintendent, Wareham, Mass., to superintendency at Dedham, Mass., succeeding the late **Calvin E. Wilcox**.

Charles E. Ferguson, superintendent, Clarkton, Mo., to superintendency at Bethany, Mo.

M. T. Lambeth, superintendent, Statesville, N.C., to superintendency of Children's Home, Winston-Salem, N.C.

William M. Staerkel, high school principal, Eldorado, Kan., to superintendency at Beatrice, Neb., succeeding **Barton Kline**, now president of Chadron State Teachers College.

Van W. Emerson, deputy superintendent, Spokane County, Spokane, Wash., to superintendency there, following the resignation of **Clifton A. Hussey**.

Frank B. Payne, superintendent, Berthold, N.D., to superintendency of Ward County, Minot, N.D., succeeding **Wilhem Haugen**.

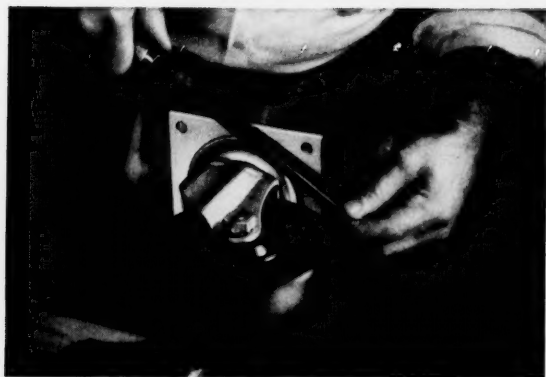
Paul Greene, superintendent, Malta Bend, Mo., to superintendency at Butler, Mo.

Wilfred J. Rushman, principal at West Carthage High School, Carthage, N.Y., to the superintendency there.

W. Howard Bridges, superintendent, Dublin, Ga., to assistant superintendency of Bibb County, Macon, Ga.

George Purple, principal, Richfield Springs, N.Y., to superintendency at Iliou, N.Y.

Victor Draheim, superintendent, Wall Lake, Iowa, to superintendency at In-



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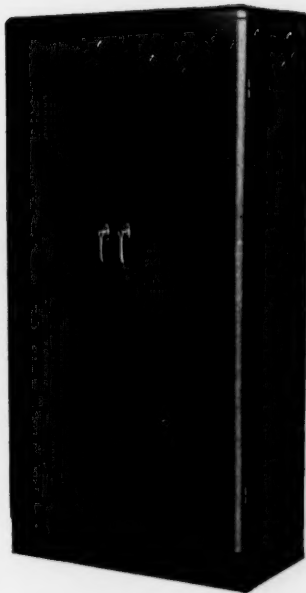
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NEWS

dependence, Iowa, succeeding **Hamilton G. Vasey**, who has resigned.

Cecil L. Rice, superintendent, North Haven, Conn., to superintendency at Westbury, N.Y., succeeding **Everett A. McDonald Jr.**, now regional superintendent for Bucks County, Pennsylvania.

Charles T. St. Clair, principal of the high school in North Haven, Conn., to superintendency there.

Richard F. Crocker Jr., principal of the high school, Caribou, Me., to superintendency at Caribou and Limestone, Me.

T. R. McNickle, superintendent, York, Neb., for the last 12 years, to superintendency at Auburn, Neb.

Clarence F. Scharer, superintendent, Inkster, Mich., to superintendency at Mount Morris, Mich.

Raymond Rutt, instructor in instrumental music, Dallas Center, Iowa, to superintendency at Guernsey, Iowa.

John A. Shimonek, superintendent at Howells, Neb., for the last 13 years, to superintendency at Ashland, Neb. He succeeds **P. D. Pyle**.

Charles E. Brake, deputy superintendent for Wayne County, Detroit, to superintendency there. He will succeed

Fred Fischer, who is retiring. **Carroll Munshaw**, superintendent, River Rouge, Mich., will be the new deputy superintendent.

J. K. Acree, superintendent, Elberton, Ga., to superintendency at Cartersville, Ga.

Ethan A. H. Shepley, acting chancellor, Washington University, St. Louis, to chancellor of that institution.

Ralph Cherry, superintendent, Owensboro, Ky., to professor of educational administration, University of Texas. Dr. Cherry had previously been head of the division of educational administration at the University of Kentucky and a high school principal and assistant superintendent in Kentucky.

Edward W. James, assistant professor, University of Texas, to dean of instruction, East Central College, Ada, Okla. Dr. James is a former president of the Mississippi Association of School Administrators.

Edwin J. Aalberts, dean of Northwestern Junior College, Orange City, Iowa, to dean of Ellsworth Junior College, Iowa Falls, Iowa. Mr. Aalberts will succeed **Victor A. Gunn**, who has resigned.

Clifford Morris Hardin, dean of the school of agriculture at Michigan State College, to chancellor of the University of Nebraska, July 1. Mr. Hardin will succeed **John K. Sellech**, who has been acting chancellor since July 1953, when **R. G. Gustavson** resigned.

James Kenneth Little, vice president, University of Wisconsin, Madison, since 1945, to deputy commissioner of education in the U.S. Office of Education. He succeeds **Rall I. Grigsby**, now assistant commissioner for school assistance in federally affected areas.

C. H. Hare, superintendent, Broken Bow, Neb., to director of teacher certification, Nebraska State Department of Public Instruction.

Roy E. Eggert Jr. to director of visual aids, Illinois Institute of Technology, Chicago.

Romaine P. Mackie, in the section on exceptional children and youth in the U.S. Office of Education since 1947, to chief of that section.

Laurence P. Bagley, from superintendent, Island Falls, Me., to director of field services of the Maine Teachers Association.

(Continued on Page 120)

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LOW COST. Brings economies of functional construction, serving both structural and decorative purposes. Precision fabricated to save construction time and cost.

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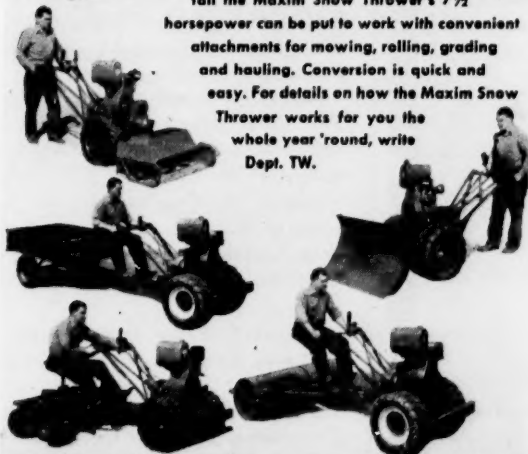


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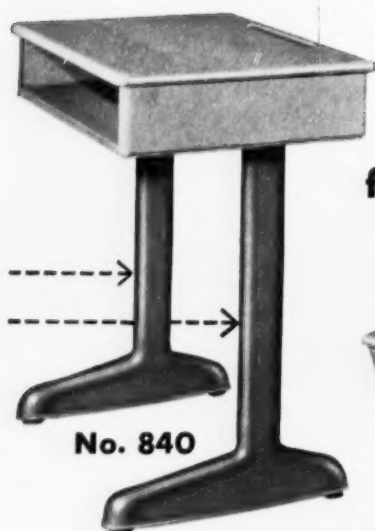
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No. 850

individual table desks

- for more units per classroom
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NEWS

RESIGNATIONS . . .

Howard L. Bowen, state associate deputy commissioner of education in Maine since 1948.

I. O. Friswold, director of buildings of the Minnesota State Department of Education.

E. R. Stevens, superintendent, Independence, Kan., since 1947.

Carl B. Lord, after 30 years as superintendent for Union District No. 52 in Maine, consisting of Winslow, Vassalboro and China.

Lyman Owen, superintendent, Wellesly, Mass., since 1949.

Wayne Brower, superintendent, Winner, S.D.

Leon P. Spinney, superintendent, Brunswick, Me., since 1934.

DEATHS . . .

James B. Edmonson, dean of the school of education at the University of Michigan from 1929 to 1952. Prior to joining the faculty in



J. B. Edmonson

1914, he had been a high school principal at Hillsdale, Benton Harbor, and Jackson, Mich. He had been a member of the N.E.A. Educational Policies Commission and the National Committee on Emergency in Education and president of the North Central Association of Colleges and Secondary Schools and of the state teachers retirement fund and the Michigan Schoolmasters' Club. He was a member of the editorial consultant board of *The Nation's Schools* from 1931 to 1953. Since 1944 he had been co-chairman of the Canada-U.S. Committee on Education.

James W. Ramsey, superintendent, Fort Smith, Ark., for the last 31 years and vice president of the A.A.S.A. during 1938.

George W. Crossman, former professor of education and director of student teaching at the University of North Dakota, Grand Forks, at the age of 73.

William G. Paden, superintendent at Alameda, Calif., for 27 years, at the age of 71.

Frank Bingham, superintendent, Frenchtown, Mont., at the age of 47.

Edward E. Roderick, senior deputy commissioner of education for Maine until he retired in 1948.

COMING EVENTS.

JUNE

22-26. National Council of Chief State School Officers, New York City.

23-26. Ninth annual conference of National Commission on Teacher Education and Professional Standards of the National Education Association, Albany, N.Y.

27-July 1. National School Public Relations Association, N.E.A., 19th annual meeting, New York City.

27-July 2. National Education Association, 92d annual meeting, New York City

JULY

15, 16. Thirteenth annual Conference on Elementary Education, Northwestern University, Evanston, Ill.

23-25. National Association of Educational Secretaries, annual convention, Eugene, Ore.

AUGUST

1-4. National Audio-Visual Association, ninth annual convention and trade show, Chicago.

13, 14. International Institute on Child Psychiatry, University of Toronto, Toronto, Ont.

14-21. Fifth International Congress on Mental Health, University of Toronto, Toronto, Ont.

22-28. National Conference of Professors of Educational Administration, University of Denver.

OCTOBER

1, 2. Conference of County and Rural Area Superintendents, Washington, D.C.

4-6. National Conference on Rural Education, Washington, D.C.

10-15. Association of School Business Officials of the United States and Canada, Los Angeles.

14, 15. American Council on Education, annual meeting, Chicago.

18-22. Forty-second National Safety Congress and Exposition, Chicago.

NOVEMBER

5-10. Adult Education Association, national conference, Chicago.

7, 8. Association of Urban Universities annual meeting, Pittsburgh.

7-13. American Education Week.

16-20. American School Food Service Association, Miami Beach, Fla.

FEBRUARY

19-23. National Association of Secondary-School Principals, annual convention, Atlantic City, N.J.

24-26. National School Boards Association, St. Louis.

26-March 2. Regional convention, American Association of School Administrators, St. Louis.

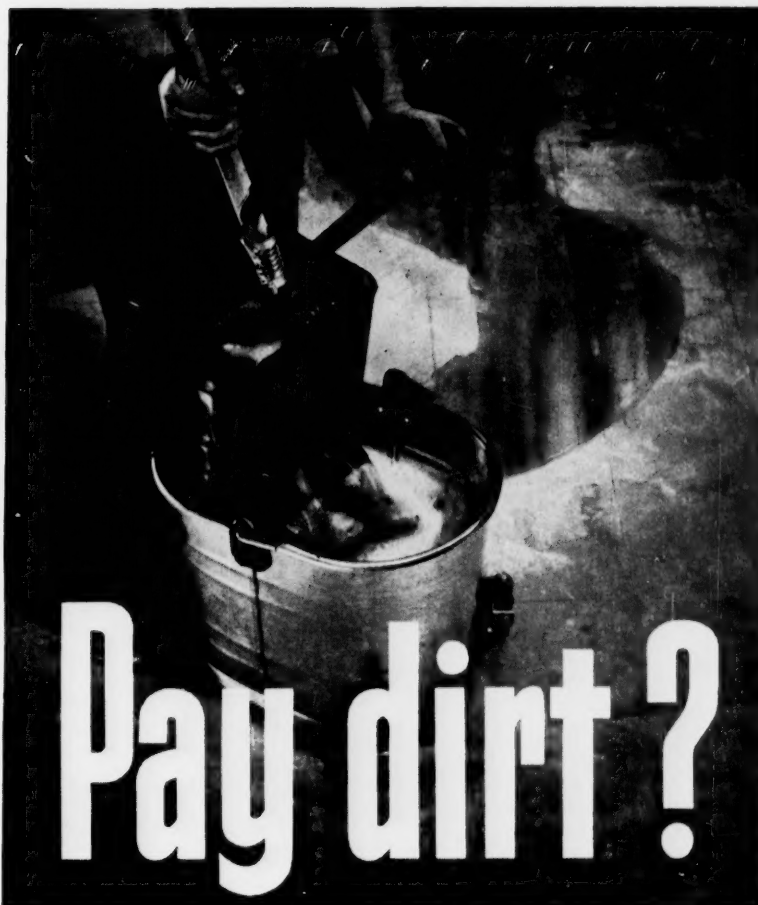
MARCH

12-16. Regional convention, American Association of School Administrators, Denver.

16-19. Department of Elementary School Principals, N.E.A., Chicago.

APRIL

2-6. Regional convention, American Association of School Administrators, Cleveland.



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THE BOOKSHELF

Printed publications of interest to school administrators are listed as received.

AUDIO-VIDEO

The School Administrator and His Audio-Visual Program. The first annual yearbook of the Department of Audio-Visual Instruction. Edited by Charles F. Schuller, director of the audio-visual center, associate professor of education, Michigan State College. Presents a coordinated source of information for school administrators on the characteristics and requirements of

an effective audio-visual program. Uses, methods, suggested programs and sources for materials are described by 17 authors. Department of Audio-Visual Instruction, National Education Association, 1201 16th St., N.W., Washington, D.C. Pp. 362. \$3.75.

Audio-Visual Methods in Teaching. Revised edition. By Edgar Dale, professor at Ohio State University. The author has presented a revision of

thought about both theory and practice in the audio-visual field. Divided into three parts, as was the original edition, the "why," the "what" and the "how," the text describes the theory of learning that underlies the use of audio-visual materials, the materials themselves, and their classroom applications. Several changes have been made in the revised edition: chapters on color as an aid in teaching; educational television as a new audio-visual medium; planning, organization and evaluation of the basic approaches in audio-visual methods; the growing importance of human relations in the curriculum; the use of audio-visual materials in the teaching of the humanities, and a listing of sources of materials and equipment. Dryden Press, 31 W. 54th St., New York 19. Pp. 534. \$6.25.


COMMUNITY RELATIONS

How Can We Advertise Our School Needs? Prepared by the National Citizens Commission for the Public Schools. The booklet outlines program ideas with which school-minded organizations and individual citizens who are working for the schools may put the Better Schools advertising campaign to work at a local level. Sources for materials and information are also given. National Citizens Commission for the Public Schools, 2 W. 45th St., New York 36. Pp. 44.

How Can We Help Our School Boards? Prepared by the National Citizens Commission for the Public Schools. Directed to the communities which school boards serve, the booklet contains information regarding the organization, selection and responsibilities of school boards in order to establish better understanding between the board and the community and to help future board members prepare themselves. National Citizens Commission for the Public Schools, 2 W. 45th St., New York 36. Pp. 60.


Citizens and Their Schools. Anniversary Issue, 1954. Prepared by the National Citizens Commission for the Public Schools. Contains the program of the fifth annual citizens' assembly on education at San Francisco. Texts of the principal speeches are included. Among the speakers were Beardsley Ruml and Walter Lippman. National Citizens Commission for the Public

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Schools, 2 W. 45th St., New York 36. Pp. 27.

CURRICULUM

The World's Good. By Carleton Washburne, director of the division of graduate studies and of the teacher education program, Brooklyn College, New York. Emphasizes for all teachers, parents and youth leaders the necessity of giving children and young people some knowledge of the possibilities of world cooperation for international well-being. The problems of understanding the need for world interdependence are brought to the level of grade and high school students by an approach to this idea through the personal experience of the students. General descriptions of primary levels of group relations are given in the first part of the book. Then, moving outward to larger areas of social integration, the author outlines ways in which national and world problems can be made comprehensible to students in terms of their school world. Part II deals with the positive moves that have been made toward world relatedness, chiefly the accomplishments of the U.N. and its related agencies. Suggestions for classroom programs and sources for materials are also provided in this section. John Day Co., 210 Madison Ave., New York. Pp. 301. \$4.

GUIDANCE

Towards an Understanding of Juvenile Delinquency. By Bernard Lander. Statistical studies of some 8000 cases of juvenile delinquency in Baltimore form the basis for an attempt to arrive at the causal relations for delinquency. By an analysis of human relations in the light of responses to conditions, the author aims to predict future incidence of delinquency and to relate statistical probabilities to the understandable behavior of human beings. Columbia University Press, New York. Pp. 143.

HEALTH EDUCATION

Children in Focus, Their Health and Activity. 1954 Yearbook of the American Association for Health, Physical Education, and Recreation. Edited by Delia P. Hussey, supervisor of health and physical education, Detroit public schools. Twenty-four specialists in the areas of child development and teacher education have contributed to the production of this nontechnical book for all those who are concerned with the planning of health, physical education, or recreation programs for the elementary age group. The first two of the

book's six parts describe the essentials of child growth and development. The other four parts discuss the various aspects of both classroom and extra-curricular programs of health, physical education, and recreation, including safety and outdoor education. American Association for Health, Physical Education and Recreation, 1201 16th St., N.W., Washington, D.C. Pp. 288. \$3.50.

OF GENERAL INTEREST

Modern Education and Its Critics. By Sidney Hook, professor of philosophy,

graduate school, New York University. Text of an address given at the annual meeting of the American Association of Colleges for Teacher Education, Chicago. The author reviews the general criticisms that have been made of modern education and attempts to differentiate between the real and the ostensible reasons for these criticisms. He deals in particular with the criticisms of Albert Lynd, Robert Hutchins, and Arthur Bestor. American Association of Colleges for Teacher Education, 11 Elm St., Oneonta, N.Y. Pp. 22. 25 cents.



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What's New FOR SCHOOLS

JULY 1954

Edited by BESSIE COVERT

TO HELP YOU get more information quickly on the new products described in this section, we have provided the postage paid card opposite page 128. Just circle the key numbers on the card which correspond with the numbers at the close of each descriptive item in which you are interested. The NATION'S SCHOOLS will send your request to the manufacturers. If you wish other product information, just write us and we shall make every effort to supply it.

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For more details circle #682 on mailing card.

Fire Shutters for Projection Rooms

Schools and colleges with projection rooms in auditoriums and other areas will be interested in the new line of porthole fire shutters recently introduced. The new fire shutters prevent the spread of smoke and fire destruction, should a fire start in the projection room, and minimize the possibility of panic. They also protect the projection room from vandalism. The new fire shutters are designed to meet all state and city inspection laws where gravity doors or shutters are required for projection room operation. The Best Devices Company, Inc., 10921 Briggs Rd., Cleveland 11, Ohio.

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Especially developed for group activities at the kindergarten and lower grade levels, the new National Trapezoidal Romper Table is adaptable to a variety of combinations. The tables are easily moved and quickly interchangeable with



other units. Combinations for two, three, six, eight or ten pupils are quickly arranged.

The new Romper Table No. 2335 has Formwood legs in a graceful design. The Natcolite top is edged with Wynene, which does not chip, dent or mar. The Nevamar high-pressure laminate top has been developed for uniformly low light reflectivity. It cannot stain and is germ-proof and glareproof and immune to acids, ink and paint. It can be cleaned with a damp cloth. The table is constructed to give years of service with a minimum of maintenance, even under heavy daily use. It is available in heights of 21, 23 and 25 inches, tops being 60 by 30 by 30 by 30 inches. The National School Furniture Co., Odenton, Md.

For more details circle #684 on mailing card.

Plastic Chalkboard in Colors

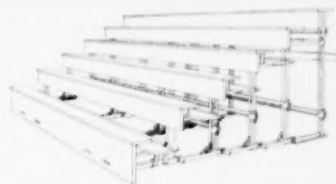
Miracle Solid Plastic Chalkboard is now available in Antique Rose, Blue, Tan and New Green. This solid acrylic plastic chalkboard is light in weight, tough, resilient, shatterproof and long wearing. It can be washed freely and is not injured by moisture, cold or heat. Other features of Miracle chalkboard include high visibility, lack of glare, a fine writing surface and ease of installation. The new colors are decorative and attractive and help to brighten the classroom. New York Standard Blackboard Co., Inc., 225 Broadway, New York 7.

For more details circle #685 on mailing card.

Improved Gym Seats Telescope Against Wall

Several improvements are incorporated into the Medart Telescopic Gym Seats. In the new design, Medart seats have either 22 or 24 inch row depth. For maximum seating capacity in minimum space, 22 inch row depth is used while 24 inch depth seats allow additional leg room. The seats have a 5½ inch clearance between the footboard and the seat ahead for greater comfort. The 17 inch seat height has been judged best for high school and college students and adults.

The free-standing, self-supporting steel understructure has been redesigned for greater strength with weight reduction, thus making the seats easy to open and close. The seats glide on "Dual-Align" rubber-cushioned roller housings, keyed together and interlocked for straight-line trackage. Non-marring rollers retract when seats are occupied, placing the entire load on the vertical uprights and roller housings. There is no appreciable



deflection or sidesway, even when seats are loaded to capacity. Fred Medart Products, Inc., 3535 DeKalb St., St. Louis 18, Mo.

For more details circle #686 on mailing card.

(Continued on page 126)

What's New ...

Deluxe Body in Blue Bird Bus



The 1954 Blue Bird Deluxe School Bus is designed for greater safety and comfort for driver and passengers. All models feature 72 inch headroom with larger, safer entrance and emergency exit doors. Windows are increased in size for greater safety, comfort and beauty. Rubberized hair is used as padding in all seat backs for increased comfort. The Blue Bird one piece 14 gauge arch bow construction and full length gusset provide maximum protection for all passengers in event of accident.

Floor cleaning of the bus is simplified through the use of wall mounted seats and bright cove molding applied at the floor level. Interiors are finished in "Coloramic" combinations of interior paints and seat coverings for beauty and cheerfulness. Maximum protection is afforded by the rugged, die-formed, wrap-around bumper which is securely attached to the chassis. The master switch panel for all bus lights and accessories is mounted at an angle at the driver's left for safety and convenience. The 1954 line is available in models seating from 12 to 75 passengers. **Blue Bird Body Company, Fort Valley, Ga.**

For more details circle #687 on mailing card.

Heavy Duty Equipment Cleans at Low Cost

The new Premier Model 908G heavy duty floor cleaner meets normal maintenance requirements at low cost. It is designed to permit quick conversion of the motor unit to a powerful blower by removal of the filter bag and substitution of a blower coupling and guard. The machine has a one h.p. motor and a container capacity of 1.04 bushels of dry dirt or 10 gallons of liquid for wet pickup. It is made of heavy sheet steel, finished in metallic gray. Soft rubber tread casters with top swivel bearings make it easy to move the cleaner to points of need. A standard set of cleaning tools is furnished with the heavy duty cleaner. **Premier Co., 755 Woodlawn Ave., St. Paul 1, Minn.**

For more details circle #688 on mailing card.

Steel Wall Tile Facilitates Renovation

A new ceramic-surfaced, low-cost steel wall tile has been developed especially for renovation of institutional buildings. The ceramic-surfaced material, Veos, is

porcelain fused to steel and does not crack, craze or fade. It is especially effective for covering wall areas in lobbies, corridors, kitchens, wash rooms and other space where sanitation and ease of cleaning are problems. It can be rapidly applied on a patented grooved foundation board which gives a smooth, uniform sub-surface over existing walls, regardless of their condition. The tile is available in a full range of colors in 8 inch squares. **Porcelain Enamel Products Corp., Rehoboth, Mass.**

For more details circle #689 on mailing card.

Wrought-Iron Seating for Classrooms

A new line of decorator designed chairs has been introduced for classroom use. The "Deskett" tablet arm chair is sturdily constructed of welded wrought-iron, in modern styling, with thick, comfortable foam rubber in the seats and chairbacks which are upholstered in a wide choice of durable plastic coverings. Plastic glides on the chair legs protect



floors and make the chairs easy to move. The plastic covers are easy to keep clean.

The chairs are available in two types, with a tablet arm or with a desk top surface. They can be supplied with or without under-chair racks for books and personal items. **J. C. Moore Associates, Inc., 173 E. 87th St., New York 28.**

For more details circle #690 on mailing card.

Magnetic Tape Recorder Is Portable

A versatile magnetic tape recorder has been introduced which combines the basic recorder mechanism with the Cordette "custom" amplifier and the new power amplifier-speaker combination. The Portable MagneCordette features separate erase and record-playback heads, 7½ and 15 inch tape speeds, and the versatile "custom" amplifier which acts as a recording amplifier and as a pre-amplifier in playback. The power amplifier with speakers in a portable carrying case meets the requirements of high fidelity equipment.

The portable amplifier is mounted in a carrying case connected to the rear of the MagneCordette. All controls and

connections are readily accessible on the front of the unit. The speaker-amplifier combination may be used by itself, as a public address unit. Where recording only is being done, only that portion of the unit necessary for the job need be taken. **Magnecord, Inc., 225 W. Ohio St., Chicago 10.**

For more details circle #691 on mailing card.

Electrical Kit in New Teaching Model

Another teaching aid in the Models of Industry line is available in the Electrical Kit. This packaged classroom project is designed to simplify instruction in the principles and practices of basic electricity. It is designed for use at elementary and junior high school levels. The kit contains essential materials necessary to allow members of the class to take an active part in the project, as well as a 60 page Teaching Handbook and a 24 page Teacher's Manual. The materials enable the class to do 28 separate experiments and to build nine separate operating electrical instruments showing the application of these principles. The Handbook, for use by the students, contains full instructions. **Models of Industry, Inc., 2804 Tenth St., Berkeley, Calif.**

For more details circle #692 on mailing card.

Heating and Ventilating in Low-Cost Unit

The Norman Schoolroom Heater is a new low-cost central heating and ventilating system incorporating the Norman Southerner principle of forced air gas heat. It is designed for use in classrooms, offices, auditoriums, gymnasiums and other areas of the school. The space-saving design makes it possible to install the heater along bookshelves or under windows on the outside walls of the room, taking up practically no space. No duct work is required. Preheated outside air mixes with room air as it passes through the heater. Flow of air can be adjusted with a damper control. Cold spots in front of windows are eliminated as are excessive drafts and air movement along floors.

The heater is easy to install and the decorative grillwork makes it an attractive



addition to the school room. It is approved by the AGA for use with natural, mixed, manufactured or LP gas. **Norman Products Company, 1150 Chesapeake Ave., Columbus 15, Ohio.**

For more details circle #693 on mailing card.

What's New ...

Interior Wall Decoration Combines Color and Design

The new Super Kem-Tone Applikay is a new development in interior decoration. A specially designed twin roller produces an attractive, brocade-like design on painted walls which minimizes smudges and finger marks, making it especially effective for decoration of classrooms, corridors, reception rooms, libraries, home economics departments, dormitories and cafeterias. The finish can be readily washed and scrubbed when necessary.

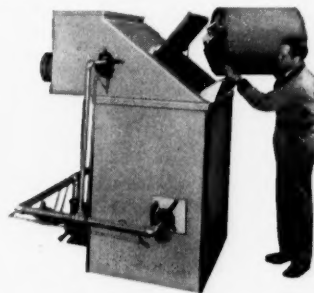
Applikay has an opalescent sheen giving a silk-brocade effect to the finished wall when viewed from various angles. Designs are applied to surfaces first coated with Super Kem-Tone. A fabric covered roller and a plastic roller, on which any of five different designs are embossed, are used for the application. The fabric roller picks up the Applikay from a paint tray and distributes it evenly over the design roller in the process of application. The new material has a light reflectance suitable for classrooms, and the Applikay is available in a variety of attractive colors. **The Sherwin-Williams Co., 101 Prospect Ave., N.W., Cleveland 1, Ohio.**

For more details circle #694 on mailing card.

Improved Incinerators Are Smokeless and Odorless

The new Model C-2 line of Wincinators incorporates the downdraft principle for smokeless and odorless operation. All models are designed to burn either wet or dry refuse and to meet the most rigorous building codes. They handle garbage, cartons, waste paper, wooden crates and other waste. A powerful pre-mix pressurizes the fuel to multiple combustion, as well as a secondary combustion chamber which incorporates a special smoke baffle, settling chamber and the downdraft principle for complete combustion of smoke and odor.

The new line is equipped to burn natural, manufactured or bottled gas or



oil. It is safe for installation either indoors or out and has heavy firebrick lining with latest safety devices. **Wincin Incinerator Co., 932 Broadway, Bedford, Ohio.**

For more details circle #695 on mailing card.

Teachers' Desk Has Conference Top

Made of solid Northern Birch, the new Teachers' Conference Desk has island base, pedestal and bookcase. The top overhang at the back and sides of the desk is sufficiently large for conferences with one to three people and the recessed back makes for comfortable sitting.

There are three standard sized drawers in the pedestal and a center drawer large enough to hold the class register and other records. A lock on the top pedestal drawer locks all three drawers. The second drawer is deep enough to serve as a file drawer and a division behind the file will hold the largest purse. The bookcase in the left pedestal is sufficiently large to hold all class books readily available, leaving the top free for work or conference. The desk is sturdily constructed and has been designed to provide for all the needs of the classroom teacher. Optional equipment on the desk is a drop-leaf which extends



16 inches at the drawer pedestal end. **Allen Chair Corporation, 366 Broadway, New York 13.**

For more details circle #696 on mailing card.

Aluminum Door Can Carry School Name

A new aluminum, narrow stile door recently introduced presents a new idea in push-pull hardware. The push bar is so made that the name, monogram or other design of the school may be displayed by simply inserting the special identification plate. A wide selection of attractive stock hardware is available where the identification is not desired.

The new Kawneer door is distinguished by advanced styling with clean, simple lines in keeping with contemporary architecture. The door combines sturdiness with attractive appearance through aluminum construction, and is designed for the school requiring an impressive but economical entrance. The relative light weight of the aluminum construction makes the door easy to operate. A new technic of construction gives the door added strength and rigidity. The door will feature a new dead-bolt lock with tamperproof throw bolts, designed to withstand constant wear under the most adverse conditions. **The Kawneer Company, Niles, Mich.**

For more details circle #697 on mailing card.

Special Fixture for Chalkboard Lighting



The new "Dusty" fluorescent lighting fixture has been specifically designed to provide extra lighting for chalkboards. The ballast is housed in a special ballast box mounted over the wall outlet box, supporting the entire fixture. The light is controlled by the alzak reflector which distributes it evenly over the chalkboard surface.

The new fixture is available in 4-foot units with single or tu-lamp Rapid Start ballasts or in 8-foot units with single or tu-lamp Slimline ballasts. The new "Dusty" is also suitable for use over bulletin boards, wall displays, charts, pictures and control panels. **Day-Brite Lighting, Inc., 16 N. 9th St., St. Louis 1, Mo.**

For more details circle #698 on mailing card.

Advanced Engineering in Improved Electric Typewriter

Speed and energy-saving features of IBM electric typewriters have been increased through the application of advanced engineering developments. Precision alignment of typewritten copy is assured by the new box-frame construction, and an improved paper feed principle minimizes paper slippage and carbon markings. Several keyboard innovations have been introduced in the new models. A new copy guide has been developed which eliminates the possibility of carbon copies refeathering around the platen.

The IBM speed leveled electric keyboard, four position ribbon control, electric ribbon rewind and multiple copy control are among the features retained in the new model. The new models are available in seven color combinations. **International Business Machines Corp., 590 Madison Ave., New York 22.**

For more details circle #699 on mailing card.

Electric Outlet Developed for Institutions

Developed especially for maintenance in schools, hospitals and other institutions, the new P & S "500" U-Ad-M Duplex Outlet can be installed quickly and easily. Installation of the new outlet requires no metal box, no holes to punch, no extra clamps, soldering or taping. The outlet is locked solidly in the wall, regardless of plaster thickness, through the new simplified method of installation. **Pass & Seymour, Inc., 50 Boyd Ave., Syracuse 9, N.Y.**

For more details circle #700 on mailing card.

What's New ...

Product Literature

• "Correctly Controlled Daylight . . . Better Light . . . Better Sight" is the title of a comprehensive 24 page catalog just released by L. O. Draper Shade Co., Spiceland, Ind. The catalog gives complete details on the full line of Draper shading equipment, including Draper Sight-Saving Translucent and Durable Darkening Shades. It also carries information on the latest developments by the shade company; the Draper New-Way and the Lite-Lock Type Skylight Unit. Swatches of Dratex Shade Cloth are included. The catalog is profusely illustrated and has a section covering Draper Window Shade Hardware and Sundry Parts, and specifications for window shades and how to measure and order.

For more details circle #701 on mailing card.

• "1954 American School Furniture" is the title of the new catalog released by the American Seating Company, 9th and Broadway, Grand Rapids 2, Mich. The 24 page booklet gives detailed information on classroom seating, folding chairs, auditorium seating and stadium seating. Typical classroom arrangements are shown for kindergarten and grade rooms. Photographs of each piece of seating equipment, as well as of actual installations supplement the descriptive text.

For more details circle #702 on mailing card.

• Incandescent and Fluorescent Lighting Equipment is discussed fully in Bulletin A issued by Pittsburgh Reflector Company, 482 Oliver Building, Pittsburgh 22, Pa. The text covers the essentials of good lighting, indicates the recommended illuminating levels of all types of interior installations, explains the difference between fluorescent and incandescent light sources, and outlines the procedure for selecting the proper light source, as well as the proper equipment, for each particular job.

For more details circle #703 on mailing card.

• Detailed information on Combination Science Desks, Center Tables, Instructor's Desks and Homemaking Units designed for use in the modern school laboratory is given in a 16 page catalog, No. EC-2, put out by Metalab Equipment Corp., 214 Duffy Ave., Hicksville, Long Island, New York. A complete line of Service Fixtures is described and illustrated as well as layouts for student classrooms.

For more details circle #704 on mailing card.

• Information on the latest line of sound equipment brought out by RCA is given in an illustrated catalog published by the RCA Engineering Products Section, Radio Corporation of America, Camden, N.J. Descriptions of each model include such details as special features, uses, and specifications and a list of products designed to meet needs from portable systems to large sound installations is also given.

For more details circle #705 on mailing card.

• The 1954 Catalog No. 20 on "Play-ground and Swimming Pool Equipment" just released by Recreation Equipment Corp., Anderson, Indiana, is now available. The publication gives detailed information on the complete Recreation Line of equipment including the general specifications, construction details, materials and labor required for installation and the price of each piece of equipment illustrated.

For more details circle #706 on mailing card.

• Up-to-date booklets on Smithcraft fluorescent lighting fixtures are available from Smithcraft Lighting Division, Chelsea 50, Mass. Four page folders give details of the specific lighting characteristics of the "Puritan" and the "Plymouth" fixtures. Mounting details are included to illustrate the simplicity of installation. The eight page folder on the Smithcraft "Director" gives both technical and descriptive information on this fixture as well as many photographs of installations.

For more details circle #707 on mailing card.

• The Horn Division of the Brunswick-Balke-Collender Co., 623 S. Wabash Ave., Chicago 5 has just released a new booklet on Horn Folding Type Classroom Wardrobes. The material discusses all three types of the equipment—the receding, pivot and folding type—giving illustrations of each. In addition to this information, the booklet includes design details and text on doors and finishes.

For more details circle #708 on mailing card.

• Sash maintenance problems are discussed in a 16 page brochure, "Complete Sash Maintenance," published by The Tremco Manufacturing Co., 8701 Kinsman Road, Cleveland 4, Ohio. It contains an authoritative discussion of caulking and glazing, painting rusted metal, sill restoration and other problems. The text is illustrated by photographs, drawings and diagrams and thoroughly covers such subjects as mastic glazing versus putty, how windows are installed, how sash deteriorates, and how sash trouble can be diagnosed and eliminated.

For more details circle #709 on mailing card.

Film Releases

"The Peddler and the Monkeys," "Jimmy Visits the City" and "Fun With Speech Sounds," all 1 reel, sound, color films for Primary grades. "Western Europe: An Introduction" and "Western Germany: The Land and the People," both 1 reel, sound, color films for intermediate grades. "Do I Want to be a Secretary?" 1 reel, sound, color film for Senior High. Three films on the American Revolution: "American Revolution: The Background Period," "American Revolution: The War Years" and "American Revolution: The Postwar Period," all 1 reel, sound, color, for Senior High. Coronet Films, 65 E. South Water St., Chicago 1.

For more details circle #710 on mailing card.

Seven filmstrips in color for Primary Grades on Tales from Grimm and Anderson: "The Shoemaker and the Elves," 26 frames; "The Wolf and the Seven Little Kids," 26 frames; "Rapunzel," 29 frames; "The Frog Prince," 26 frames; "Spindle, Shuttle and Needle," 27 frames; "Hans Clodhopper," 22 frames and "The Princess on the Pea," 22 frames. "Tomorrow's Drivers," sound, black and white, 10 min. film. "Big Enterprise in the Competitive System," sound, Kodachrome, 45 min. film. The Jam Handy Organization, 2821 East Grand Blvd., Detroit 11, Mich.

For more details circle #711 on mailing card.

Suppliers' News

American Cyanamid Company, 30 Rockefeller Plaza, New York 20, manufacturer of chemical products, announces the establishment of an undergraduate scholarship program in chemistry and chemical engineering to supplement its existing post graduate fellowships and grants.

Beckley-Cardy Company, school supply distributor and publisher of books and teaching aids, announces removal of its plant and offices from 1632 Indiana Ave., Chicago 16, to new facilities at 1900 W. Narragansett Ave., Chicago 39.

H. J. Heinz Company, P. O. Box 57, Pittsburgh 30, Pa., announces the launching of a five-year high school careers for youth program. The nationwide education program is designed to interest young people in all types of food service work. Training on the job and part-time employment are being encouraged to help young people find the opportunity to use their abilities and talents. A complete vocational counselling package will be made available for classroom work, and a Heinz scholarship program is being planned to help outstanding students receive professional training.

Sani-Mist Incorporated, 1724 Chestnut St., Philadelphia 2, Pa., announces that it is distributing the Mirac-O-Lite Cold Cathode Lighting Fixtures for the manufacturer in the Continental United States with the exception of Eastern Pennsylvania, Southern New Jersey, Maryland and Delaware where the equipment is distributed by the manufacturer. Mirac-O-Lite offers cold tube fluorescent lighting fixtures in many styles for schools, offices, colleges and other institutional use where rugged fixtures and high standards of lighting efficiency are important.

Shwayder Brothers, Inc., 4270 High St., Detroit 29, Mich., manufacturer of folding chairs for institutional use, announces the opening of a new warehouse and office building at 7301 N. Cicero Ave., Lincolnwood, Chicago. Besides warehouse space, the building has a display room for the folding furniture lines.

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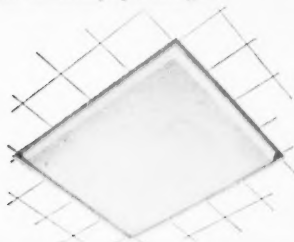
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Wakefield Beta-Plex Luminaires Ideal for Lower Classroom Ceilings



Note that Wakefield Beta-Plex units were chosen for the low ceilinged Research Laboratory Classroom at the University of Michigan.



Beta-Plex is a complete unit ready for recess mounting in a suspended ceiling. Ballasts and lampholders are contained in a metal housing. A Touch-Latch releases and closes the Rigid-Arch Plexiglas diffuser, making the interior of a Beta-Plex unit readily accessible. Four sizes: 2' x 2', 2' x 4', 4' x 4' and 4' x 6'.

Need for recessed unit met by Beta-Plex; diffuser extends only 1 1/2" below ceiling line

Conventional suspended fixtures cannot be used on the new 8 to 10 foot ceilings. Required is a luminaire like the Wakefield Beta-Plex, which mounts practically flush with the ceiling. Beta-Plex has a Plexiglas diffuser which distributes light evenly, without direct glare. And when unlit, because it has a special non-specular mat finish, the diffuser does not reflect an image of the brightly daylighted window.

School officials and architects planning schools with low classroom ceilings are invited to send for an illustrated folder on the Wakefield Beta-Plex luminaire. The F. W. Wakefield Brass Company, Vermilion, Ohio. In Canada: Wakefield Lighting Limited, London, Ontario.

Wakefield Over-ALL Lighting



WAKEFIELD GEOMETRICS



THE CAVALIER



THE GRENADIER



THE PACEMAKER



THE COMMODORE

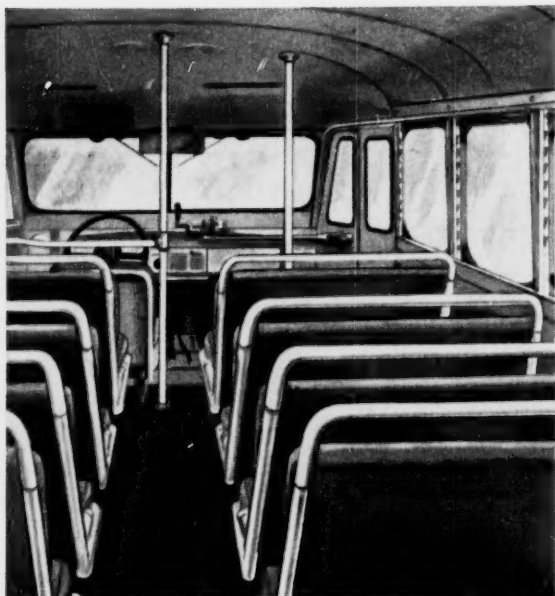


THE STAR



THE WAKEFIELD CEILING





DEKORON STANCHIONS

make school buses safe...
make school buses attractive!

● Old-fashioned, bare metal stanchions and seat grab rails are hard to see, hard to grasp in emergencies.

Compare the bus interior at the left with that on the right. They are identical except for the *high-visibility Dekoron stanchions and grab rails*. Dekoron stanchions and grab rails are produced in a wide range of standard and special colors including National School Bus Chrome Yellow.

In addition to visibility, Dekoron stanchions are attractive...strong...virtually indestructible because they're plastic *bonded* to metal. Their easy-to-clean beauty and color *never wear off*.

Next time *your* school is in the market for a bus, check the specifications for Dekoron safety stanchions and seat grab rails. You'll get extra student safety... extra eye appeal... extra corrosion resistance — *at no premium in cost.*

A-9793



**SAMUEL
MOORE
& CO.**

Producer of Dekoron® and
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